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# Public Documents of Massachusetts :

BEING THE

## ANNUAL REPORTS

OF VARIOUS

## PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEAR

1906.

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PUBLISHED BY THE SECRETARY OF THE COMMONWEALTH.

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SEVENTIETH ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION:  
TOGETHER WITH THE  
SEVENTIETH ANNUAL REPORT  
OF THE  
SECRETARY OF THE BOARD,  
1905-1906.

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JANUARY, 1907.



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**THE STATE BOARD OF PUBLICATION.**

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# STATE BOARD OF EDUCATION.

## 1907.

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### EX OFFICIO.

HIS EXCELLENCY CURTIS GUILD, JR., *Governor.*

HIS HONOR EBEN S. DRAPER, *Lieutenant-Governor.*

### BY APPOINTMENT.

ELLA LYMAN CABOT, <sup>1</sup>	Boston,	May 25, 1907.
ALBERT E. WINSHIP,	Somerville,	May 25, 1908.
THOMAS B. FITZPATRICK, <sup>2</sup>	Brookline,	May 25, 1909.
CAROLINE HAZARD,	Wellesley,	May 25, 1910.
JOEL D. MILLER,	Leominster,	May 25, 1911.
KATE GANNETT WELLS,	Boston,	May 25, 1912.
CLINTON Q. RICHMOND,	North Adams,	May 25, 1913.
GEORGE I. ALDRICH,	Brookline,	May 25, 1914.

### SECRETARY.

GEORGE H. MARTIN, . . . . . Boston.

### CLERK AND TREASURER.

C. B. TILLINGHAST, . . . . . Boston.

### AGENTS.

JOHN T. PRINCE,	West Newton.
JAMES W. MACDONALD,	Stoneham.
JULIUS E. WARREN,	Worcester.
FREDERIC L. BURNHAM,	Cambridge.

Agent for the Promotion of Manual Arts.

### CLERICAL ASSISTANTS.

AGNES CAROLINE BLAKE, *Chief Clerk.*      ESTHER E. ELWELL.

---

<sup>1</sup> Appointed May 10, 1905, to succeed Elmer H. Capen, who died March 22, 1905.

<sup>2</sup> Appointed Dec. 27, 1905, to succeed George H. Conley, who died Dec. 20, 1905.



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ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

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# ANNUAL REPORT.

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The Board of Education has the honor to submit to the Legislature its seventieth annual report.

Because the advances in education already made are themselves a significant indication for further progress, we can best mark this important date by a brief review of the work of the Board, and by calling the attention of the Legislature to the graphic and convincing report of the secretary on this subject.

The work of the Board of Education falls into two divisions: (1) the direction of the State normal schools, for whose care it is wholly responsible; and (2) the supervision of popular education throughout the State.

## GROWTH AND DEVELOPMENT OF THE NORMAL SCHOOLS.

Before the opening of the first two normal schools in 1839 no thorough, directed training for the profession of teaching was attainable in this country. For many years later a large majority of the teachers throughout Massachusetts had no normal school training; but year by year this majority has been reduced, until in 1906 nearly 48 per cent. of all the teachers in the State have been trained in normal schools. It is of course to be remembered that a large proportion of these normal school graduates teach in the immediate vicinity of Boston, and that many counties have relatively few teachers who have received a complete training. Nevertheless, the proportion of teachers who have been through a normal school persistently though slowly increases, and it is significant of the respect given to normal school training that nearly all of the graduates obtain positions within a few months after graduation.

Another important aspect of gain in education through the work of the Board of Education is the fact of the higher standards of scholarship required for teachers. At the present time all high schools in the State must fit pupils for admission to

normal schools, and no student is admitted to a normal school without at least the equivalent of a high school education. This law ensures a higher average standard of scholarship in the normal schools than was possible before its enactment. But the normal school pupil must become not merely a scholar, but a teacher; and the Board of Education and the principals of the normal schools have provided increasingly for actual practice in teaching during the normal school term. Most of the juniors regularly observe the teaching in model and practice schools, under the guidance of a trained supervisor; and, after observing, discuss with the supervisor the points they have noticed. In addition to observation in model schools, the seniors who are taking a two years' course spend on the average about nine weeks in practice teaching. When a three years' course is taken, there is a much larger proportion of practice in teaching. In Worcester four days a week are given by second-year students to observing and teaching as apprentices in the primary and grammar grades of the Worcester public schools. On Saturdays these students return to the normal school, and review with their supervisors what they have experienced during the week. In Fitchburg the students teach about fourteen weeks in the second half of their second year, and, if they desire, may in the following year teach in the Fitchburg and Leominster schools with payment for their services. If they then take another year of study at the normal school, they are given advanced diplomas. In view of the fact that nearly all graduates of the normal schools begin at once to teach in public schools, it is essential that even at the outset of their professional life they should know by actual experience how to teach. We believe that an increase in practice teaching, when carefully supervised, is a step in the right direction; that it will save the children of Massachusetts from crude teaching, and do away with many a hard experience which would otherwise befall the young normal school graduate in her first school.

#### GENERAL SUPERVISION OF POPULAR EDUCATION.

The work of the Board of Education in respect to the encouragement and supervision of popular education cannot be sharply separated from the gains resulting from the efforts

of far-sighted teachers and thoughtful students of education throughout the State. In the main, however, the work of the Board through its agents can be classified under three heads: (1) opening of communications with all schools in the State; (2) sustaining and strengthening the present work; (3) suggesting and securing new opportunities.

*First.*—One of the striking gains in education since the Board of Education was established is the fulness and freedom of communication with all schools in the State. All public schools are required to furnish statistics and other data to the secretary of the Board. The agents of the Board visit schools throughout the year, and many a teacher will testify to the stimulus given to her teaching when an agent of the Board of Education sat on her left hand. The work of the agents has been differentiated to increase its efficiency; one agent has given his whole time to promote the teaching of the manual arts; the western part of the State has had the services of one agent devoted to it; and every agent has made it a part of his work to consider and to report fully each year on some chosen subjects of importance. The visits and reports of the agents of the Board of Education are made doubly effective by conferences and lectures, which serve to open a free channel of communication between the schools of even the most remote towns and the central Board. Conferences which bear directly on daily work, and which bring together in vivid, eager comparison the programmes and methods of different teachers, are one of the best means for lifting routine work onto a new plane of vision. The establishment of constant and thorough communication with all educational institutions in the State is certainly one of the greatest opportunities of the Board.

*Second.*—It is the purpose of the Board of Education to sustain and to strengthen all conditions that make for better education. This has been done by direct financial help in education granted by the Legislature to the towns of low valuation; by the insistence on more and more adequate school laws of attendance; and by the opening of evening schools.

The State contributes directly toward education in small towns of low valuation: (1) by the distribution of the income of the Massachusetts school fund, established in 1834 and

greatly increased since; (2) by reimbursement of high school tuition in towns that cannot maintain a high school, and by the direct gift of \$500 to any town of less than 500 families which maintains a high school of its own and employs two or more teachers therein; (3) by financial aid to superintendency unions.

By these gifts the State secures a better elementary schooling for the children of small and poor towns; an opportunity for every boy and girl in the State to attend a high school without the expense of tuition; and regular and trained supervision over the schools of even the smaller villages.

In addition to its direct financial contribution to the poorer towns, the Board of Education has been enabled by the Legislature both to insist on a longer school term and to give opportunities for education to adults. The school year has been lengthened from twenty-four to thirty-two weeks, minors between the ages of fourteen and sixteen who are unable to read or write simple English sentences cannot be employed in any factory, workshop or mercantile establishment; and evening schools are since 1883 required in all towns or cities which have a population of more than 10,000.

*Third.* — It is the duty of the Board of Education to investigate and make known to the schools of the State every well-founded opportunity for the enrichment of the school curriculum. In the early part of the last century only orthography, reading, writing, English grammar, geography, arithmetic and good behavior were required studies. Since that time the conception of what education means has been greatly enlightened, and advances in the direction of trained use of the hands and more definite and organic relation to the live world have been especially marked. Drawing has been required in the common schools since 1870; manual training has been required since 1895 in high schools of towns or cities having a population of 20,000 or more; and in 1898 the same requirement was made for elementary schools in towns and cities of this size. Sewing, cooking, weaving, sloyd, clay modeling, iron work, carpentry and gardening have glided into the curriculum, and are influencing largely for good the lives of the students, by awakening and sustaining their inherent interests, by making them more efficient, by definitely relating school work to the larger oppor-

tunities around them. Our common school education is ceasing to be the education that would befit a scribe, a monk or a lonely student, and is becoming an education that trains for modern conditions of living.

Such, in incomplete outline, has been the work of the Board. The indications for future improvement are given both by the study of the growth of the past and by understanding the meaning of changed conditions in the present. We must secure the best teachers, and use whatever means are necessary to that end; we must make sure that the law and intention of Massachusetts for adequate schooling for her children are carried out; and we must encourage and further an education that fits for the best type of life in conditions as they exist now.

#### PENSIONS FOR TEACHERS.

The Board desires to reiterate what it said in the last report, — that, to secure the best teachers, the Legislature should enact a law enabling the people of any town or city in Massachusetts to adopt a system of pensions for teachers employed in public schools. This plea for pensions is made upon the ground that only thus can we be sure of securing and keeping the best teachers for the schools.

Any teachers who now enter the service of the public schools must do so in view of an uncertain future. The great majority of public school teachers in Massachusetts are women, whose salaries average a little more than \$500 a year. Their living expenses are necessarily high, for they must have a standard of dress and of culture that would not be demanded of others who earned so meagre a salary. These women often have others to support beside themselves; and, if they are to keep in the condition of mental alertness and physical vigor that their work requires, they need recreation or travel in summer. It is impossible to lead the life that makes one year after year a responsive and efficient teacher, and at the same time save from so small a salary anything sufficient to support one during old age. And, therefore, gradually but inevitably, the most intelligent men and women will face this fact, and take up work more adequately paid than teaching; while the teaching force will be burdened by old or wornout teachers, whose resignation and

retirement into poverty is too pitiful a condition for the school board to insist on.

We believe, therefore, that in order to attract the best men and women into the profession of public school teaching, in order to enable them to keep mentally and physically in the best condition for intellectual work, and in order that they may at the proper time be honorably retired, the Legislature should pass a bill allowing every school committee in Massachusetts to create and maintain a public school teachers' retirement fund.

#### TRAINING FOR HIGH SCHOOL TEACHERS.

The normal schools of Massachusetts prepare teachers chiefly and definitely for the primary and grammar grades. It is the belief of the Board that a more adequate preparation should be given to those normal school students who desire to teach in high schools. Normal schools were established to provide trained and enlightened teachers for the public schools; the high schools are an organic part of the public school system; therefore, the normal schools should provide teachers so educated that they are specifically fitted to teach in high schools. The State, through the Board of Education, has more and more worked to make a high school education possible without expense to the boys and girls of even the smallest and most remote towns in the State; the high schools in small towns are aided by State money; it is therefore a lack in the policy of education, as implied in action already taken, if teachers are not adequately equipped for high school conditions. These conditions demand special training. To teach technical subjects to mature students is different from teaching the rudiments of education to little children. The best teaching is only found when the teacher not only knows his subject, but knows by repeated experience just what the response of a boy or girl of a given age is likely to be. To teach over a child's head or to teach below his level of comprehension is not to teach at all; and the proper level is found almost entirely by repeated experience with just the age in question. It seems evident, therefore, that a practice school containing high school classes should be organized in connection with one at least of the normal schools, and that it should be under the guidance of teachers who are competent to give

instruction in high school methods of teaching, and in the special psychology of the high school age.

#### INDUSTRIAL EDUCATION.

The Board of Education desires to accent its belief in the growing importance of industrial education, as expressed in the admirable report of the Commission on Industrial and Technical Education. We desire to express our sympathy with the conclusions of the commission, recorded on page 18 of their report, and our endorsement of the following recommendation made by them:—

The commission recommends that cities and towns so modify the work in the elementary schools as to include for boys and girls instruction and practice in the elements of productive industry, including agriculture and the mechanic and domestic arts; and that this instruction be of such a character as to secure for it the highest cultural as well as the highest industrial value; and that the work in high schools be so modified that the instruction in mathematics, the sciences and drawing shall show the application of these subjects in industrial life with special reference to local industries, so that the students may see that these subjects are not designed primarily and solely for academic purposes, but that they may be utilized for the purposes of practical life.

The Board of Education has already by its action in the past supported the principles of and aimed to further education along industrial lines, notably in its encouragement of industrial drawing, of sloyd and other forms of manual training, of cooking and sewing in day and evening schools, of household arts and of school gardening. In the last report of the secretary attention was called especially to the value of school gardening in three aspects: its perpetual interest; its general practicability; its value in making geography, the processes of nature, physics, chemistry, drawing, and, in a wholly different way, literature, studies of more vivid meaning. Manual training is now a recognized feature in every normal school in the State. The final aim of industrial training, from the point of view of education, must be to help the student first to assimilate what the past has stored up for him, and then to contribute in his own way what shall further the progress of the next generation. We believe



that when industrial education recognizes this aim as fundamental it will not fall into the opposing danger either of becoming technical and temporary, or of becoming vague and inapposite.

In order to meet the requirements for industrial training which are becoming more and more prominent in education, the Board of Education favors a course in one of the State normal schools which shall prepare students to teach commercial branches. No such course is as yet offered in any of the State schools, and its absence tends to lower and to stunt the teaching of commercial branches.

#### CHANGES IN AGENTS.

The Board of Education regrets that it is to lose the services of two of its agents, Mr. Grenville T. Fletcher and Mr. Walter Sargent. Mr. Fletcher resigns to secure needed rest, and Mr. Sargent to assume the position of director of drawing and manual training in the city of Boston.

Mr. Fletcher began his work as agent in September, 1888, and was assigned to the field comprising Berkshire, Franklin and Hampshire counties; Hampden County was afterwards added. Most of his work during these eighteen years has been in this western field, containing 98 towns and 6 cities. Among these were the smallest and poorest towns in the State, and the school conditions were the most unfavorable. To build up a healthy public sentiment, to advise school committees and encourage teachers, and after years of effort to bring into workable superintendency unions all the towns, has been Mr. Fletcher's task. To it he brought a peculiarly valuable training and experience, and personal qualities which fitted him to deal wisely and tactfully with rural school problems. The teachers and school officers of the four western counties have gratefully acknowledged the helpfulness of Mr. Fletcher's work. The Board takes this public opportunity to express its appreciation of his service.

Mr. Julius E. Warren of Barre, Mass., now acting as superintendent of schools in the union of Barre, Hardwick and Petersham, has been chosen to succeed Mr. Fletcher.

The Board has been fortunate in having in the responsible

position of agent for the promotion of the manual arts a man of Mr. Sargent's culture and temperament. By his visits of inspection, by his instruction in institutes and local meetings, and especially by bringing together for conference the supervisors of drawing, he has given new impulse and unity to the work. He has opened the way for his successor to bring the work in drawing more closely into touch with the newer form of industrial education in which the State is becoming interested. The Board finds pleasure in the fact that in the fruits of Mr. Sargent's future work the State will still share.

Mr. Frederic L. Burnham, supervisor of drawing in the public schools of Providence, R. I., has been chosen successor to Mr. Sargent.

ELLA LYMAN CABOT.  
ALBERT E. WINSHIP.  
THOMAS B. FITZPATRICK.  
CAROLINE HAZARD.  
JOEL D. MILLER.  
KATE GANNETT WELLS.  
CLINTON Q. RICHMOND.  
GEORGE I. ALDRICH.



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REPORTS  
OF  
NORMAL SCHOOLS.

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# STATE NORMAL SCHOOL, BRIDGEWATER.

ARTHUR C. BOYDEN, PRINCIPAL.

## INSTRUCTORS IN THE NORMAL SCHOOL.

ARTHUR C. BOYDEN, . . . . .	History and civil polity, and the history of education.
ALBERT G. BOYDEN, Principal Emeritus, . . . . .	Educational study of man, the principles and the art of teaching, school organisation, school government, school laws of Massachusetts.
FRANK H. KIRMAYER, . . . . .	Latin, Greek, French, German.
WILLIAM D. JACKSON, . . . . .	Physical science, mathematics.
CHARLES P. SINNOTT, . . . . .	Geography, physiology and hygiene.
HARLAN P. SHAW, . . . . .	Chemistry, mineralogy, industrial laboratory.
FRANK E. GURNEY, . . . . .	Classics, geometry, astronomy.
CLARA C. PRINCE, . . . . .	Vocal music, algebra.
FANNY A. COMSTOCK, . . . . .	Arithmetic, geometry.
LILLIAN A. HICKS, . . . . .	Supervisor of practice work in the model school, child study.
ELIZABETH H. PERRY, . . . . .	Drawing and manual arts.
L. EVELINE MERRITT, . . . . .	Assistant in drawing.
ELIZABETH F. GORDON, . . . . .	Physical training.
MARGARET E. FISHER, . . . . .	Assistant in physical training.
ALICE E. DICKINSON, . . . . .	English.
CAROLINE A. HARDWICK, . . . . .	Vocal culture and reading.
FLORENCE I. DAVIS, . . . . .	Biology, nature study.

## INSTRUCTORS IN THE MODEL SCHOOL.

BRENELLE HUNT, . . . . .	Principal.
ADELAIDE REED, . . . . .	Ninth grade.
MARTHA M. BURNELL, . . . . .	Eighth grade.
SARAH V. PRICE, <sup>1</sup> . . . . .	Seventh grade.
SARAH L. WILSON, <sup>2</sup> . . . . .	Seventh grade.
NELLIE M. BENNETT, . . . . .	Sixth grade.
JENNIE BENNETT, . . . . .	Fifth grade.
MYRA E. HUNT, . . . . .	Fourth grade.
MARY L. PERHAM, . . . . .	Third and fourth grades.
SARAH W. TURNER, . . . . .	Third grade.
ANNIE L. SAWYER, . . . . .	Second grade.
FLORA M. STUART, . . . . .	First grade.

## INSTRUCTORS IN THE KINDERGARTEN.

ANNE M. WELLS, . . . . .	Principal.
FRANCES P. KEYES, . . . . .	Assistant.

## CHANGE OF PRINCIPAL.

On Aug. 1, 1906, Mr. Albert Gardner Boyden resigned from the principalship of the school, a position which he has held for forty-six years. At the same time he was appointed to the honorable position of principal emeritus, with charge of the in-

<sup>1</sup> On leave of absence.

<sup>2</sup> Substitute.

struction in the "educational study of man" and the school laws of Massachusetts. Mr. Arthur Clarke Boyden, who for a number of years has held the position of vice-principal of the school, was promoted to the principalship.

Mr. A. G. Boyden graduated from this institution in November, 1849. The following winter he taught a grammar school in Hingham, and in July, 1850, received an appointment as assistant teacher in the normal school, a position which he held for three years under the wise counsel and help of the founder of the school, Nicholas Tillinghast. He was principal of the English high school for boys in Salem three years; sub-master of the Chapman school, East Boston, one year; and again first assistant in the normal school for three and a half years under the second principal, Marshall Conant. He was appointed principal of the school in August, 1860, and received the honorary degree A.M. from Amherst College. When he took charge, the school property consisted of a small, two-story structure, located on the site of the present school building, valued at about \$10,000. The number of pupils in the school at that time was 67. The growth of the school under his management has been rapid; so that to-day the school property is valued at over half a million dollars, and the school numbers 251 normal students, with 443 children in the model school. Under his principalship 3,623 teachers have been graduated from the institution, and altogether he has had 5,397 students under his charge. He has brought to the school the highest ideals of the teacher's work, a thorough application of the principles of teaching in all the subjects of study, and an economical administration of its business affairs. The Board of Education deeply appreciates the long, unselfish and eminently successful administration of Mr. Boyden. To him in large measure is due the high place which the school occupies in the public estimation, and it is a source of congratulation that the institution is still to have the benefit of his valuable experience.

#### CHANGES IN THE FACULTY.

For thirty years the department of vocal culture and reading has been in charge of Miss Isabelle S. Horne. By her faithful service and eminent fitness she brought this depart-

ment to a point of high efficiency. By her refined manner and sympathetic nature she endeared the students to her as to a personal friend. On account of failing health, she felt under the necessity of resigning the position, which has been filled by the appointment of Miss Caroline A. Hardwick, a teacher in the Curry School of Expression in Boston.

Miss M. Alice Emerson of the department of English resigned to pursue further studies at Oxford University, England; and Miss Alice E. Dickinson, a teacher in the normal school of Johnson, Vt., has been appointed as the head of this department.

A new department of biology, as distinct from the other sciences, has been established, and Miss Florence I. Davis, teacher of biology in the Fall River high school, has been appointed as instructor.

All of these appointments have proved to be strong additions to the teaching corps of the school.

In the model school Miss Mary L. Wallace resigned to be married, and Miss Clara R. Bennett resigned to continue her studies in Columbia University. Both of them were faithful and successful teachers, whose services we regretted to lose. Their places have been filled respectively by Miss Myra E. Hunt and Miss Mary L. Perham, teachers of successful experience.

#### RECOGNITION OF NORMAL WORK BY COLLEGES.

For a number of years the work of the three and four year courses has been recognized and accepted by the Lawrence Scientific School of Harvard University, and scholarships have been provided which make it possible for young men to continue their advanced work after graduation from the normal school. A broad culture or an intensive study of certain subjects is thus added to their professional preparation. In other colleges abundant credit has been granted to the young men. This year Harvard College has opened full privileges, with credit according to the work done in the normal school. A large proportion of the young men have in recent years received their degree from college, nearly all of whom have held honor distinctions. In turn, each year a number of college graduates have taken their professional preparation in the normal schools.



The next step is to gain a corresponding recognition from the women's colleges. Some united action should be taken by the normal schools to gain recognition in the colleges for their worthy graduates, as a means of encouraging a goodly number to continue their studies along advanced cultural lines. This may be one of the possible ways for increasing the professional preparation of teachers for the secondary schools of Massachusetts.

#### NATURAL SCIENCE GARDEN.

The idea of the natural science garden is the outgrowth of the nature study movement, and there is a real demand for some such practical outcome of this work. It is also the natural expansion of the school garden movement now developing so rapidly all over the country.

The purpose of the natural science garden is threefold. (1) It is to serve as an out-of-door laboratory for biological study and experimentation for normal students and children. It is the culmination of the laboratory method of study applied to living plants, and to the animals which are related to them as enemies or friends, especially insects and birds. As the chemical and physical laboratories gather together the apparatus for the successful experimentation that leads to the great laws of physical science, so this garden gathers the material and furnishes the opportunity for working out the great biological laws. It points to the practical study of agriculture and horticulture now being agitated as a part of industrial education. (2) It is to train normal students in the different phases of school ground decoration and in the development of school gardens. It becomes the model and practice department for this line of work, which, in order to be carried out effectively in this State, requires that the regular teachers of the schools should have practical instruction in doing the work. (3) It is to furnish such school gardens for the children as will be practically beneficial in training them to make their home gardens of the most value, esthetically and economically. It will also furnish a large amount of first-hand knowledge valuable in geography and nature study.

Such gardens are common in connection with the normal schools of other States, and their equipment is rapidly being

made adequate to the demands. Massachusetts should not fall behind other progressive States in this advance movement, but should be a real leader in the wisest plan that can be worked out.

The requirements for such a garden are: (1) a sufficient area of land, put into shape so that a plan may be laid broad enough to carry out the full idea with success; (2) trees, shrubs and plants, for the initial stocking of the garden; (3) a simple greenhouse, for winter storage, for instruction in slipping and potting plants and for raising certain plants needed for class study during the colder months; (4) the services of a gardener to assist in the work. The trees and plants required are mostly of native growth, and the normal students should do as much of the work in collecting them as is practicable. The range and varieties should be as extensive as the locality allows, and additions should constantly be made. All of these things are now provided, and gardens are in running order, in normal schools of other States.

The Bridgewater school is now ready for an equipment of this kind. Nature study has been well developed up to this point, the laboratory courses in biology are in great need of just such practical expansion, and a good beginning has been made in the home gardens of the children. The time is ripe for the next step. The school has no land of its own which is suitable for the purpose; there is, however, available land adjoining the school property the use of which may be had by the State for a natural science garden, provided the State will furnish funds for its development and support.

#### STATISTICS.

The statistics of the school for the year ending Aug. 31, 1906, are as follows:—

1. Number of students for the year, 251, — 31 men, 220 women; number in the entering class, 104, — 13 men, 91 women; number of graduates for the year, 82, — 6 men, 76 women; number receiving certificates for special courses, 16, — 1 man, 15 women.

2. Whole number of students who have been members of the school, 5,502, — 1,353 men, 4,149 women; number who have received certificates or diplomas, 3,722, — 905 men, 2,817 women;

of whom 315 have graduated from the four years' course, — 162 men, 153 women.

3. Of the 251 members of the school for this year, Plymouth County sent 73; Bristol, 48; Norfolk, 48; Middlesex, 20; Suffolk, 17; Barnstable, 9; Essex, 7; Hampden, 4; Worcester, 4; Dukes, 2; Franklin, 1; Nantucket, 1; the State of Maine, 8; New Hampshire, 3; Vermont, 3; Connecticut, 1; New Jersey, 1; Porto Rico, 1. Total from Massachusetts, 234, 12 counties and 69 towns being represented; from other States, 17.

4. The distribution of the students for the year was as follows: special courses, 23, — 4 men, 19 women; regular four years' course, 50, — 24 men, 26 women; intermediate course, 34, — 3 men, 31 women; kindergarten course, 3; elementary course, 141, — 0 men, 141 women.

5. The average age of those admitted was 20 years and 1 month; of special students, 26 years and 4 months; of students entering upon regular courses, 18 years and 9 months.

6. Of the 104 admitted, 2 came from colleges, 3 from normal and training schools, and 99 from high schools and academies; 18 had taught previous to coming.

7. The occupations of the fathers of those admitted were given as follows: mechanics, 33; farmers, 16; merchants and dealers, 12; professional occupations, 5; clerks, 4; salesmen, 4; superintendents and foremen, 4; contractors and builders, 3; sea captains, 3; railroad employees, 3; policemen, 2; agents, 2; teamster, manufacturer, fireman, laborer, night watchman, landlord, nurseryman, motorman, pomologist and apiarist, baker and coachman, 1 each; not given, 2.

8. Of the 104 students admitted, Quincy sent 10; Bridgewater, 9; Taunton, 6; Boston, 5; Brockton, 5; Whitman, 4; New Bedford, 3; Wareham, 3; Abington, Bourne, East Bridgewater, Easton, Fall River, Randolph, Raynham, Springfield, Waltham, West Bridgewater, Weymouth and Winthrop, 2 each; Brewster, Cambridge, Chatham, Chelsea, Duxbury, Everett, Freetown, Gardner, Hanson, Haverhill, Kingston, Lancaster, Lexington, Lynn, Marshfield, Milton, New Salem, Pepperell, Rehoboth, Rockland, Stoughton, Swansea and Woburn, 1 each; the State of Maine, 7; New Hampshire, 2; Vermont, 2; Porto Rico, 1.

GEORGE I. ALDRICH,  
CAROLINE HAZARD,

*Board of Visitors.*

# STATE NORMAL SCHOOL, FITCHBURG.

JOHN G. THOMPSON, PRINCIPAL.

## INSTRUCTORS IN THE NORMAL SCHOOL.

JOHN G. THOMPSON, . . . . .	Pedagogy.
E. A. KIRKPATRICK, . . . . .	Psychology, child study and school laws.
PERSTON SMITH, . . . . .	Natural science and school hygiene.
CHARLES S. ALEXANDER, . . . . .	Mathematics.
FLORA E. KENDALL, . . . . .	English.
NELLIE B. ALLEN, . . . . .	Geography.
FLORENCE M. MILLER, . . . . .	History.
ANNETTE J. WARNER, . . . . .	Drawing.
ELIZABETH D. PERRY, . . . . .	Music.
ABBY P. CHURCHILL, . . . . .	Nature study and biology.
LILLIAN A. PHILLIPS, . . . . .	Manual training.

## INSTRUCTORS IN THE MODEL AND PRACTICE SCHOOLS.

[The teachers in the normal school supervise the teaching of their respective subjects in the model and practice schools.]

CHARLES S. ALEXANDER, . . . . .	Principal of elementary practice schools.
MATILDA B. DOLAND, . . . . .	Supervising principal at Day Street school.
MERCIE A. ALLEN, . . . . .	Supervising principal at Edgerly school.
MARGARET M. SLATTERY, . . . . .	Supervisor, grammar grades.
MATTIE A. COLE, . . . . .	Supervisor, primary grades.
MARY MCCONNELL, . . . . .	Supervisor, primary grades.
IDA M. AUSTIN, . . . . .	Supervisor, primary grades.
L. FRANCES JONES, . . . . .	Supervisor, primary grades.
CAROLINE G. HAGAR, . . . . .	Supervising principal at Highland Avenue school.
FLORENCE E. SCOTT, . . . . .	Principal of kindergarten.
GEORGIANA H. JUBB, . . . . .	Assistant kindergartner.

The report of the Fitchburg State Normal School is brief, but sufficient. The school works with the idea that its business is to help its pupils make of themselves good teachers of our public schools. This supposes a mastery of the subjects to be taught, of the correct principles of teaching and some skill in the art itself. But the school pretends to do more than to point the way, remove some difficulties, perhaps, and foster an ambition. It cannot do the work for the pupils, nor can it give a diploma, until the pupil has shown an aptitude for the work both of management and of instruction under conditions as near as possible like those which exist in the public schools. During the past year the Fitchburg school has been more than usually successful in all parts of this work, and it is entering upon the

coming year with larger numbers and greater courage. Some changes have been made in the practice schools which will render these schools still more efficient. They are now, "if not first, in the very first line."

Considerable repairs are needed both in the main building and in the dormitory. Provision should be made for these, as they cannot be longer delayed without great inconvenience and damage to the property. It is also necessary and desirable that provision should be made for finishing into rooms the upper floor of the boarding hall, as more pupils are now seeking admission to the dormitory than can be accommodated under present conditions. This would also make the expense to the State less for maintaining the boarding hall. The usual statistics are added.

#### STATISTICS.

The statistics for the year ending Aug. 31, 1906, are as follows:—

1. Number of students for the year, 138 women. Number in the entering class, 60 women. Number of graduates for the year, 56 women, — 40 from the elementary course, including 3 who received diplomas also for the kindergarten course, and 16 from the advanced course. Number receiving certificates for special courses, 16.

2. Whole number of students admitted since the opening of the school (September, 1895), 652, — 641 women, 11 men (this number includes the class admitted in the fall of 1906).

3. Number of States represented in the membership of the school for this year, 5.

4. Number of counties in Massachusetts represented, 3.

5. Number of towns in Massachusetts represented, 31.

6. Average age of entering class, 20.5 years.

7. Number who have had experience as teachers, 21.

8. Occupation of parents: deceased, 6; farmers, 12; barbers, 3; physician, 1; chair makers, 3; superintendents of mill or managers of company, 6; superintendent of schools, 1; silver smith, 1; book-keeper, 1; lumber dealer, 1; motorman, 1; butcher, 1; carpenter, 1; teamster, 1; retired, 3; milk dealer, 1; dentist, 1; printers, 2; manufacturer, 1; mechanics, 3; laborers, 5; blacksmith, 1; inspector of cloth, 1; iron moulder, 1; night watchman, 1.

Number of students in attendance Dec. 1, 1906, 141.

JOEL D. MILLER,  
CLINTON Q. RICHMOND,  
*Board of Visitors.*

# STATE NORMAL SCHOOL, FRAMINGHAM.

HENRY WHITTEMORE, PRINCIPAL.

## INSTRUCTORS IN THE NORMAL SCHOOL.

HENRY WHITTEMORE, . . . . .	School organisation and government, pedagogy.
AMELIA DAVIS, . . . . .	Mathematics and astronomy.
FREDERIC W. HOWE, . . . . .	Chemistry, physics, dietetics.
AVERY E. LAMBERT, . . . . .	Biology, nature study and bacteriology.
LOUBA A. NICHOLASS, . . . . .	Household arts.
ANNIE B. PENNIMAN, . . . . .	Household arts, sewing.
LELLIAN A. ORDWAY, . . . . .	Geography, psychology of childhood, Latin.
MARY C. MOORE, . . . . .	English language and literature.
ANNA L. MOORE, . . . . .	History, history of education, civil polity.
MARY H. STEVENS, . . . . .	French, English.
JANE E. IRESON, . . . . .	Elocution and reading.
JENNIE E. BOODY, . . . . .	Drawing.
FREDERIC W. ARCHIBALD, . . . . .	Music.
MARY BENNETT, . . . . .	Physical training, physiology.
SUSAN M. EMERSON, . . . . .	Sloyd.

## INSTRUCTORS IN THE PRACTICE SCHOOL.

SUSAN M. EMERSON, . . . . .	Ninth grade.
ANNA M. ROCHEFORT, . . . . .	Eighth grade.
GRACE LE B. ESTY, . . . . .	Seventh grade.
NELLIE A. DALE, . . . . .	Sixth and fifth grades.
ALICE V. WINSLOW, . . . . .	Fourth grade.
LOUIE G. RAMDELL, . . . . .	Third and second grades.
ELIZABETH A. MALLOY, . . . . .	First grade.
PHEDR M. BEARD, . . . . .	Kindergarten.

## PURPOSE OF THE SCHOOL.

Though the specific object of the school is the training of young women to be teachers, an underlying purpose in all that is done is the development of the pupils into a noble womanhood, fortifying it with a non-aggressive self-reliance, with accurate thought and observation, and with an æsthetic appreciation of music, art and literature. It is but little benefit to future generations to send forth graduates supplied with information, but who lack culture; who are skilled in methods, but addicted to mannerisms; and who have neither the power of sympathy nor of inspiration.

### HOUSEHOLD ARTS COURSE.

The most notable event of the recent school year has been the lengthening of the course of instruction in household arts to three years. Not only is a greater sum of theoretical knowledge thereby obtained, but the purpose and worth of the course itself acquires more dignity and utility as it is seen to lead to a fuller mastery of the working details of a well-ordered home, whether in private or institutional life. Moreover, as teachers the graduates are far better equipped with the ability to separate the essential from the non-essential in their later pedagogic and home application of household arts, lest there arise a tendency to "fads" and to adapt their instruction to the environment of their pupils.

To the former subjects taught is now added more laboratory work in household sanitation and chemistry, and also training in the reading of building plans and specifications, in book-keeping, advanced sewing and manual training, while evening conferences on economics will further the consideration of social relations to the body politic.

### THE PRACTICE SCHOOL.

This part of the normal school is housed in seven buildings: May and Wells halls, the Stone building in the center of the town, four schoolhouses at South Framingham and one at Nobscot.

At the latter place the school is an ungraded one, which has enabled the principal, Mr. Whittemore, to carry out his purpose, formed three or four years ago, of adding an ungraded school to the other grade schools, in which his normal pupils should observe and teach. Many graduates often find themselves at a disadvantage when first employed in an ungraded school for which they have had no previous training, therefore the arrangement now effected at Nobscot is especially gratifying.

The practice school has never had a principal of its own. Now that it has increased so largely in numbers and is so variously located, and the normal school proper, with its attendant duties of making the dormitories not merely homes but

centers of intellectual influence for the pupils, calls for such arduous labor from the principal, it is very desirable that a practice school principal should be appointed. Thus, though still lacking in proper equipment of space, the school could be more unified than at present is possible, and a stronger impetus given to its graded courses of study. The matter is a financial rather than a pedagogical problem, for the expediency of a separate principal for a practice school, yet working with and for the principal of the normal school proper, has become an accepted fact in the development of education.

#### CHANGES IN THE FACULTY.

The resignation of Miss Leila J. Webster, who was the valuable teacher of the seventh grade in the practice school, left a vacancy which was filled by the appointment of Miss Grace Le B. Esty of Framingham, a graduate of the school in the class of 1900.

#### DORMITORY NEEDS.

The two dormitories, Normal and Crocker halls, are ancient and meagre in conveniences, compared with the more recent school boarding halls of the State. Worse still, those at Framingham do not begin to furnish room for the many students who apply for admission and it is next to impossible to find homes for them in the town; consequently, more than 20 applicants were turned away at the opening of the fall term. Parents, as well as pupils, almost always have some special reason why they prefer one normal school to another; for, though all are equally good, yet each has specific emphasis on varying points of procedure. Therefore, it constantly happens that many girls, who otherwise would become teachers if they could be admitted to the school of their choice, abandon their hoped-for profession and adopt some other vocation with more or less of discontent and success. If Crocker Hall could be enlarged and partially refitted, and a bigger dining room, a more convenient kitchen and storeroom and some additional sleeping rooms added, the immediate outlay would be repaid in course of time by increase in number of boarders.



## LAND FOR PLAY AND SCHOOL-GARDEN PURPOSES.

A need, also urgent, is that of land for play and school-garden purposes. The building sites on Normal Hill are so desirable that one after another is now dominated by a dwelling house; and the land that was generously allotted by private owners to the school for out-door games is becoming so circumscribed that but little space for more than tennis now belongs to the school. Yet the expense attaching to any such purpose instantly rises as a deterrent to action, though the time will surely come when it will seem a narrow policy not to have acquired more land.

## GIFTS.

The school has received a number of valuable gifts: from Mrs. Frances E. Morton of Framingham, a beautiful large rubber plant; from Miss Emma Harris of Woonsocket, R. I., and from Miss Julia Sprague of Framingham, a large and valuable collection of books for the library; from the Glee Club of the school, a picture of Beethoven; from Miss Emily W. Healey, several framed photographs; and from the class of 1906 a class tree for the lawn, — a blue spruce, — and a stained-glass window for the main hall, that embodies the seal and motto of the school, originated in the time of Father Pierce, "Live to the Truth."

## LECTURES AND ENTERTAINMENTS.

- Mr. George W. Cable of Northampton gave readings from his own works, and Miss Clapp of Framingham a talk upon her travels in Greece.
- Miss Caroline Caswell of Boston presented the subject, Settlement Work, and Mrs. K. G. Wells spoke on Concentration, Comradeship, Courage and Culture.
- Prof. John M. Tyler of Amherst College gave two lectures upon the following subjects: The Child entering School, and The Child in the Grammar School.
- Mr. Walter Sargent, agent of the State Board, spoke to the school upon Drawing.
- Prof. M. V. O'Shea of the State University of Wisconsin lectured upon the topic, Hidden Forces in Life and Education.
- Mrs. Margaret Montgomery Goodale, a former teacher, gave a very interesting talk to the normal school and practice schools upon The Flags of the Nations.

A fine concert was given in the Plymouth Church, Framingham, by the Weber Quartette, to which the school was invited. The Glee Club of the school gave two very acceptable concerts.

#### STATISTICS.

1. Number of pupils admitted September, 1905, 93. Number who graduated in June, 1906, 85; of this number, 69 graduated from the regular two years' course, and 16 from the department of household arts. Whole number of pupils for the year 1905-06, 204. They were divided as follows: seniors, 91; juniors, 112; specials, 1; total, 204.

2. Average age of pupils admitted in September, 1905, 19 years and 4 months.

3. Occupations of parents: farmers, 12; mechanics, 22; bankers, 3; manufacturers, 10; merchants, 22; treasurers, 2; managers, 6; professional, 5; salesmen, 2; policemen, 2; watchman, 1; teamster, 1; bookkeeper, 1; army officer, 1; custom house officer, 1; lamp lighter, 1; expressman, 1; total, 93.

4. Residences of 93 pupils admitted Sept. 1, 1905: Massachusetts: Middlesex County, 44; Worcester County, 17; Hampden County, 4; Hampshire County, 2; Essex County, 5; Suffolk County, 1; Norfolk County, 8; Bristol County, 7; total, 88. From other States: Colorado, 1; Vermont, 2; New Hampshire, 1; Kansas, 1; total, 5. From Massachusetts, 88; from other States, 5; total, 93.

KATE GANNETT WELLS,

T. B. FITZPATRICK,

*Board of Visitors.*

## STATE NORMAL SCHOOL, HYANNIS.

W. A. BALDWIN, PRINCIPAL.

## INSTRUCTORS IN THE NORMAL SCHOOL.

W. A. BALDWIN, . . . . .	Psychology, pedagogy, history of education.
BERTHA M. BROWN, . . . . .	Biology, mathematics.
DIXIE L. BRYANT (substitute), . . . . .	Biology, mathematics.
ANNIE S. CROWELL, . . . . .	Physical training, physiology.
HANNAH M. HARRIS, . . . . .	English, history.
MINERVA A. LAING, . . . . .	Chemistry, mineralogy, drawing.
CHARLES H. MORRILL, . . . . .	Geography, manual training, physics.
EDMUND F. SAWYER, . . . . .	Vocal music.

## INSTRUCTORS IN THE TRAINING SCHOOL.

WILLIAM F. JOHNSON, . . . . .	Principal, eighth and ninth grades.
ANNIE H. CHADWICK, . . . . .	Sixth and seventh grades.
JULIA W. SWIFT (substitute), . . . . .	Sixth and seventh grades.
GERTRUDE M. WILCOX, . . . . .	Fifth and sixth grades.
MABEL M. KIMBALL, . . . . .	Principal of primary department, fourth grade.
SARAH S. FORD, . . . . .	Second and third grades.
IDA E. FINLEY, . . . . .	First grade.

## FACULTY.

No permanent changes have been made in the teaching corps for the current year. Miss Crowell, who was granted a leave of absence last year, has returned. Miss Harris, having enjoyed the summer and fall in Europe, is again in her place. It is due Mrs. Elizabeth Mathews-Richardson, who had charge of the work of Miss Harris during the first quarter, to say that she did her work very acceptably, entering into the spirit of the school from the first. Miss Brown entered upon the duties of the year, but after about two weeks decided that her health would not admit of continuing through the year. She was, therefore, granted a leave of absence for one year, and Dr. Dixie Lee Bryant was appointed as substitute. Dr. Bryant is a graduate of the Institute of Technology, has studied at Woods Hole and has spent three years in Germany. She taught one year in the State Normal School at Plymouth, N. H., and for ten years under Dr. McIvers in the Normal and Industrial School at Greensboro, N. C. The school seems to be fortunate in securing so strong a woman as a substitute teacher. Miss

Annie H. Chadwick of the training school faculty was granted leave of absence for the first half of the current year, and she is spending this time in more fully preparing herself for the teaching of domestic science. Miss Julia W. Swift is acting as substitute for Miss Chadwick. Miss Swift is well prepared for her work, and has had very successful experience in teaching in the training schools of the North Adams Normal School, the Willimantic Normal School and the Farmington Normal School.

The school is progressing in its attempts to aid worthy, promising young men and women needing such assistance. Some of the ways in which this is being done were set forth in the last catalogue issued by the school, from which the following quotations are taken: —

#### STUDENTS' LOAN FUND.

From the first year of the Hyannis Normal School there has been a loan fund, and fully 10 per cent. of the graduates of the school have needed to avail themselves of its help to get through the school. It is interesting to note that these same graduates have been among the most successful.

The loan fund, the work of which is described above, was made up of money loaned by friends of the school for a term of five years. It was to be returned to the owners at the end of this term of years.

Each year for the first three years a new set of people was found who were willing to loan money in this way. But gradually it has become harder to find new people. As each series has matured and the money has been returned to those who were kind enough to loan it, some have said "You ought to have a permanent fund, and I am glad to contribute this toward such a permanent fund." And so a permanent loan fund has been started, which now amounts to about \$1,000. It seems desirable that this should be rapidly increased.

It has been found that those applicants who are worthy, and are really in earnest in the matter, can in some way secure one-half of the required amount if they can borrow \$100 from this loan fund. It is therefore proposed to loan to each student who applies, and proves worthy, \$100 per year, the same to be repaid in five years or less.

This plan helps the pupil to help himself. It gives the school the best kind of students with whom to work. It furnishes the schools of the State with teachers who appreciate something of

what has been done for them. The State needs many more of such teachers, and the school can easily accommodate a larger number of students.

This money goes out and comes back, only to again go out in a never-ending stream of benefactions.

The need for this fund was presented to the faculty and students at the summer session of 1905. Within a few days \$214 had been subscribed. A committee was also appointed to communicate with former members of the school regarding the matter. The response has been generous.

The matter was recently presented to the winter session students. As few of these have ready money to spare, it was decided that those who could not contribute money might aid the cause by making articles for sale, such as baskets, footstools and dress suit cases. These will be sold, and the profits will go to the fund.

It was also decided that a series of entertainments of such a character as not to interfere with the regular school work should be given, and it now seems probable that about \$100 will be realized from this source. Thus it will be seen that the school is trying to help its own members to help themselves.

#### THE HYANNIS STATE NORMAL SCHOOL ENDOWMENT.

The question of the appropriateness of endowments for our normal school was so well presented in a recent editorial of the Hyannis "Patriot" that it is here given in full:—

The people of Cape Cod are well known for their loyalty to the interests of Cape Cod. Nearly everyone who has grown up in this atmosphere, no matter to what place he may have migrated, is anxious to do something for the best future development of the Cape and her people. One way in which such a desire may be realized has been pointed out and put into practice by our lamented fellow citizen, Gustavus A. Hinckley. Mr. Hinckley was anxious to do something to help young people who needed such help to avail themselves of the opportunities for higher education offered at our own State normal school. In his own quiet way he investigated matters very carefully, for several years. He repeatedly visited the State House officials with competent counsel, and talked with many prominent men. Meanwhile he was providing the means for one student to take a course at the school. Mr. Hinckley became satisfied that our normal school ranked high among normal schools; that it would furnish a student with a practical education for life, and prepare him for teaching. The outcome was that Mr. Hinckley made provision in his will for a fund of \$5,000, the income from which will be used in paying the expenses of a student or students at this school.

The wisdom of such a gift seems above question. Many bright, promising young people are growing up on the Cape who need just

such assistance. The parents are often unable to provide the money needed for a higher education, and the opportunities for young people to help themselves here at home are not as many as formerly. On the other hand, we understand that the demand for well-trained teachers was never so great as at the present time. As soon as one of these young people completes a normal school course he finds a place waiting for him. If successful as a teacher, he is independent from that time. He may continue to teach, he may earn money and continue his studies in college or technical school, or he may go into business. Is there any better way in which the highest interests of the people of the Cape can be advanced?

If every real friend of the Cape would at once put into his will a provision for some fund similar to that left by Mr. Hinckley, whether the sum was \$100 or \$10,000, within a very few years the school would be able to provide for all deserving students. Arrangements might be made for the money to be paid back into the fund within five years, after the student had saved it, as is now being done in connection with the students' loan fund. This is a small fund, which has been in very successful operation since the foundation of the school, and which the students of the school are now trying to make into a permanent fund.

It is well to remember that the Hyannis Normal School is the institution of higher education of the Cape. It provides a two years' course which prepares for teaching in the grades, and a four years' course which is equal in educational training to a regular college course. Why should it not be as well endowed with scholarships and special funds as are the modern colleges?

It has been suggested that, although Mr. Hinckley made his contribution to the school in his own modest way, without expectation of special honor, a fitting recognition of the act would be the christening of the dormitory the Gustavus Hinckley or Hinckley Hall, or Gustavus Hinckley Hall.

#### OTHER CONTRIBUTIONS.

Other encouraging and interesting contributions which have been recently made are as follows: A clergyman who is not rich in money but who is interested in the school sent his check for \$300. A retired Cape Cod school teacher, who has always been interested in the school, gave \$10, with the request that her name should not be mentioned; in a few days she returned, saying that she wished to add \$10 more to that already contributed. Very recently a Hyannis lady, who desired her name and the amount to be kept secret for the present, made provision in her

will for a considerable sum of money to go to the school at her death. If other good friends of Cape Cod will follow these examples, the school will soon be able to care for a goodly number of deserving young people who need such assistance.

#### SEWAGE BEDS.

During the spring it was found that the sewage beds were becoming stopped, and that some relief must be found. The State Board of Health granted their approval to a plan for the extension of the present beds. It was found possible to more than double the capacity of the beds at an expense of \$434, or about half the first cost of the plant.

#### COAL POCKETS.

When the buildings were erected, a coal pocket having a capacity of about 57 tons was placed adjacent to that corner of the building in which the boilers are located. The amount of coal required per year is something over 200 tons. It has, therefore, been necessary to store the greater part of this coal out of doors and at some distance away. This has been detrimental to the coal; it has necessitated double carting and much inconvenience. For several years it has seemed desirable to enlarge this coal pocket, but the necessary funds have not been available. This year it was decided to undertake the matter. The result is a coal pocket with a capacity of about 250 tons, conveniently located and constructed of reinforced concrete.

#### STATISTICS.

1. Number of students registered Sept. 13, 1906: men, 7; women, 45; total, 52.
2. Number of students registered since Sept. 9, 1897: men, 50; women, 291; total, 341.
3. Average age of entering class when admitted: 19 years, 4 months.
4. Number who have had experience as teachers, 3.
5. Residence of pupils: Barnstable County, — Barnstable, 11; Bourne, 1; Chatham, 3; Sandwich, 2; Provincetown, 3; Yarmouth, 1; total, 21; Bristol County, — Rochester, 1; Dukes County, — Gay Head, 1; Hampden County, — Springfield, 1; Plymouth County, — Plymouth, 1; Canada, 1; Porto Rico, 1.
6. Occupation of pupils' parents: captains, 3; fishermen, 4;

dealers in fish, 3; carpenters, 2; cranberry grower, hotel keeper, coal dealer, dealer in ice cream, commercial traveller, barber, grocer, postal clerk, machinist, farmer, lumber dealer, each 1.

### SUMMER SESSION.

The summer session continues to be an important feature of this school. During the past year 166 teachers were enrolled, being distributed among the States as follows: Massachusetts, 133; Vermont, 3; New Hampshire, 6; Connecticut, 1; Rhode Island, 1; New York, 7; New Jersey, 2; North Carolina, 3; Maryland, 3; Ohio, 2; Arkansas, 1; California, 1; and Porto Rico, 4. The distribution of those from Massachusetts was as follows: from the eastern part, 98; from the central, 20; and from the western part, 15. Of these, 141 were women; 24 men; 17 were superintendents of schools, supervisors or special teachers; 25 were college graduates; 44 were graduates of normal schools; 60 had taught or superintended ten years or more. It will thus be seen that the grade of students is high. No person was allowed to take more than two subjects, and the majority took but one each. They were distributed by subjects as follows: drawing, 41; industrial course, 42; geography, 38; pedagogy, 35; arithmetic, 28; music, 26; supervision, 12; botany, 7.

The faculty of this summer school remains practically the same from summer to summer; this gives to it a stability and continuity of purpose and accomplishment rare in summer schools. The faculty of the summer session consisted of the following:—

W. A. BALDWIN, . . . . .	Principal.
EDMUND F. SAWYER, . . . . .	Instructor in music, State Normal School, Hyannis.
MARY E. LAING, . . . . .	Formerly instructor in pedagogy, State Normal School, Oswego, N. Y.
CHARLES P. SINNOTT, . . . . .	Instructor in geography, State Normal School, Bridgewater.
FREDERIC L. BURNHAM, . . . . .	Supervisor of drawing, Providence, R. I.
H. ANNA KENNEDY, . . . . .	Supervisor of nature study, Quincy.
MABEL M. KIMBALL, . . . . .	Supervisor of industrial work, Hyannis.
ANNIE H. CHADWICK, . . . . .	Eighth grade, Hyannis.
IDA E. FINLEY, . . . . .	First grade, Hyannis.
WILLIAM F. JOHNSON, . . . . .	Principal of Hyannis Training School.
CLARENCE F. CARROLL, . . . . .	Superintendent of Schools, Rochester, N. Y.
C. N. KENDALL, . . . . .	Superintendent of Schools, Indianapolis, Ind.
FRANK A. MANNT, . . . . .	Principal of Ethical Culture School, New York City.
CHARLES H. MORRILL, . . . . .	Instructor in geography, State Normal School, Hyannis.
GERTRUDE E. BIGELOW, . . . . .	Instructor in arithmetic, Boston Normal School.



The following statistics may also be of interest:—

Average age (years), . . . . .	31
Average years of experience, . . . . .	7
Number of students graduated from college, . . . . .	25
Number of students graduated from normal schools, . . . . .	44
Number of students graduated from training classes, . . . . .	7
Number of students graduated from high schools, . . . . .	109
Number of students who had attended college, . . . . .	18
Number of students who had attended normal schools, . . . . .	40
Number of students working for a diploma, . . . . .	62

CAROLINE HAZARD,  
GEORGE I. ALDRICH,  
*Board of Visitors.*

# STATE NORMAL SCHOOL, LOWELL.

FRANK F. COBURN, PRINCIPAL.

## INSTRUCTORS IN THE NORMAL SCHOOL.

FRANK F. COBURN, . . . . .	Psychology, principles of education.
HUGH J. MOLLOY, . . . . .	Physics, chemistry and arithmetic.
MABEL HILL, . . . . .	History, civil government and history of education.
ANNA W. DEVEREAUX, . . . . .	Kindergarten theory and practice and child study.
AMY R. WHITTIER, . . . . .	Drawing and manual training.
MARY HUSSEY, . . . . .	Reading, vocal training and physical culture.
MABEL C. BRAGG, . . . . .	English grammar, rhetoric and literature.
SARAH C. WHELTON, . . . . .	Music.
CLARENCE M. WEED, . . . . .	Nature study and physiology.
NANCY M. BRAGG, . . . . .	Geography, algebra and geometry.

## INSTRUCTORS IN THE MODEL SCHOOLS.

### *Lowell Division.*

CYRUS A. DURGIN, . . . . . Principal.

### *Assistants.*

BELLE A. PRESCOTT, . . . . .	Assistant.
CHARLOTTE M. MURKLAND, . . . . .	Assistant.
BELLE F. BATCHELDER, . . . . .	Assistant.
BLANCHE A. CHENEY, . . . . .	Assistant.
AMY L. TUCKE, . . . . .	Assistant.
MARIA W. ROBERTS, . . . . .	Assistant.
MARY E. WALSH, . . . . .	Assistant.
CAROLINE H. MCGARVEY, . . . . .	Assistant.
MARY I. HOWE, . . . . .	Assistant.
ALICE D. SUNBURY, . . . . .	Assistant.
FRANCES CLARK, . . . . .	Assistant.
ALICE G. BARRETT, . . . . .	Assistant.
SARA E. AMES, . . . . .	Assistant.
ESSIE E. ROCHE, . . . . .	Assistant.
BRIDGET SMITH, . . . . .	Assistant.
MARY C. LADD, . . . . .	Assistant.
E. BELLE PERHAM, . . . . .	Kindergarten.
EDITH A. ANDREWS, . . . . .	Assistant kindergarten.
AMY R. WHITTIER, . . . . .	Drawing.
SARAH C. WHELTON, . . . . .	Music.

### *Lawrence Division.*

LEILA M. LAMPREY, . . . . . Principal.

### *Assistants.*

ELLA F. EASTMAN, . . . . .	Assistant.
ANNIE L. O'CONNOR, . . . . .	Assistant.
EMMA J. GREENWOOD, . . . . .	Assistant.
MARY E. MAHONEY, . . . . .	Music.
ANNIE T. MCCARTHY, . . . . .	Drawing.

HARRIET A. MCKONE, . . . . .	Assistant.
NELLIE S. WINCHESTER, . . . . .	Assistant.
H. FRANCES McDONNELL, . . . . .	Assistant.
MARY A. MAHONEY, . . . . .	Assistant.
GRACE L. CONLIN, . . . . .	Assistant.
MABEL L. MULLEN, . . . . .	Assistant.
LAURA K. PRESCOTT, . . . . .	Assistant.
E. MABEL ANDREWS, . . . . .	Assistant.
ELLEN C. TOBIN, . . . . .	Assistant.
ETHEL C. RAMSEY, . . . . .	Assistant.
ADA B. LOCKE, . . . . .	Assistant.

### IN GENERAL.

The work of the year has been progressive and harmonious, yet the standard of admission grows somewhat higher with each successive twelve months. Outside of the regular curriculum of the school, much is done in the way of general culture for the pupils, and in the acquisition by them of quiet, courteous manners, which will be of large importance to them as future teachers.

The second year of their attendance at the school always shows a marked increase in their love of knowledge for its own sake, and in their womanly dignity. A pupil is not encouraged to enter upon the work of the second year unless she is likely to make good her intention to become a wise and skilful teacher.

### MODEL SCHOOLS.

With the beginning of the school year in September a new method of supervision was introduced at the Bartlett school, Lowell division, which is working admirably. Though different members of the normal school faculty will supervise the subject matter of the work done at the model school by normal girls in training, yet the direct, personal supervision of each pupil thus fitting herself to be a teacher is assigned to the five departmental teachers of the model school. By the introduction of this method the normal school instructors have more time for their regular normal classes in the normal school proper, and the pupils in training also come under a more unified supervision than before.

In the new Gilbert E. Hood school at Lawrence there has been no special change in the excellent methods of supervision which were fully described in the last annual report of the Board. The pupils of the Lowell State Normal School, who

desire to receive the city certificate of Lawrence, which enables them to teach in that city, receive their final training under the wise and skilful supervision of Miss Lamprey, principal of the Hood school,—the Lawrence division of the State Normal School at Lowell.

#### THE KINDERGARTEN.

The crowded condition of the Bartlett school necessitated the removal of the kindergarten to the State Normal School building. The kindergarten is now housed in the largest and sunniest room on the entrance floor, which, by a few changes made at slight expense, is excellently fitted for it. This change of location is also of advantage to the normal pupils, by increasing their regular and incidental opportunities for observation in a kindergarten, thus reflecting the other end of education and discipline from their own older standpoint.

In this room meet also the special students of kindergarten methods and the post-graduates for specialized instruction from Miss Devereaux. The room is also used for other purposes at hours which do not conflict with its occupancy by the little children. Certainly utilization of space is to be deemed of economic importance, and there seems to be no good reason why several subjects cannot be taught in the same lecture room.

#### PHYSICAL CONDITIONS.

Most careful attention is paid to the health of the pupils. The examining physician, Dr. Cawlyn, and the instructor in physical culture, Miss Hussey, supplement each other's work. The careful physical records made by Miss Hussey furnish the basis for comparative data and subsequent re-examination concerning the health of each student. They are also of great importance in the constant adjustment of gymnastic training to special cases of weak or defective bodily conditions. In addition to the teacher's personal instruction, a course of lectures upon general hygiene has been given by a physician of Lowell.

#### GIFTS OF THE GRADUATING CLASS.

The school is gradually being enriched by the annual presentation of some noble photograph, bas-relief or cast. The

serial nature of some of the gifts, as in the slow accumulation of copies from various parts of the Panathenaic procession, has given a much-desired unity to the adornment of the walls.

#### LECTURES.

The lectures for the past year have been as follows:—

Mr. William H. Dudley — American Birds.

Prof. George Barton — Geology.

Mr. Henry T. Bailey — Athens.

Mr. Walter Sargent — The Relation of the Public Schools to the Art Museum.

Prof. Paul M. Pearson — Kipling.

Dr. Leon H. Vincent — Thackeray; Franklin; American Humor.

Prof. H. H. Powers — Story Tellers in Art; Phidias and the Parthenon; The Art of the Middle Ages.

The graduation address was given by Supt. Bernard M. Sheridan of Lawrence.

#### STATISTICS.

The statistics for the school year ending Aug. 31, 1906, are as follows:—

1. Number of students for the year, 143.
2. Number in entering classes: junior, 67; senior, 1; special, 5.
3. Number of graduates for the year, 51.
4. Total number of graduates, 471.
5. Whole number of students admitted since the opening of the school, 800.
6. Average age of pupils admitted, 18 years, 6 months.
7. Of the entering class, Middlesex County is represented by 10 towns, Essex County by 2 towns. Lowell furnishes 30 pupils; Lawrence, 14; Chelmsford, 8; Methuen, 3; Woburn, 3; Billerica, Burlington, Carlisle, Medford, Tewksbury, Westford, Winchester, Pelham, N. H., Hudson, N. H., 1 each.
8. Occupations of pupils' fathers: farmers, 12; city officials, 10; carpenters, 6; machinists, 5; merchants, 5; laborers, 4; painters, 3; engineer, 1; druggist, 1; contractor, 1; physician, 1; clergyman, 1; conductor, 1; collector, 1; foreman, 1; not reported, 14.

THOMAS B. FITZPATRICK,  
KATE GANNETT WELLS,  
*Board of Visitors.*

# STATE NORMAL SCHOOL, NORTH ADAMS.

FRANK FULLER MURDOCK, PRINCIPAL.

## INSTRUCTORS IN THE NORMAL DEPARTMENT.

FRANK F. MURDOCK, . . . . .	Psychology, pedagogy.
ROLAND W. GUSS, . . . . .	Natural science.
LYMAN R. ALLEN, . . . . .	History, geography.
WILLIS B. ANTHONY, . . . . .	Industrial training.
ROSA E. SEARLE, . . . . .	Mathematics, music.
MARY A. PEARSON, . . . . .	Drawing.
ANNIE C. SKEELE, . . . . .	Physiology, physical culture.
MARY L. BARIGHT, . . . . .	English, reading.

## INSTRUCTORS IN THE GRAMMAR AND PRIMARY DEPARTMENTS.

DONNA D. COUCH, . . . . .	Principal.
School organisation and management in the normal department.	
HARRIET P. RYDER, . . . . .	Ninth grade.
WINIFRED I. WRIGHT, . . . . .	Ninth grade.
ALTHEA E. HYDE, . . . . .	Eighth grade.
MARY L. PERLEY, . . . . .	Seventh grade.
HANNAH E. MAGENIS, . . . . .	Seventh grade.
HANNAH P. WATERMAN, . . . . .	Sixth grade.
MARGARET F. MALONEY, . . . . .	Substitute, sixth grade.
ELOISE A. GASTON, . . . . .	Fifth grade.
EMILY D. STACY, . . . . .	Fifth grade.
FREELOVE CLARKE, . . . . .	Fourth grade.
SUSAN G. LOMBARD, . . . . .	Fourth grade.
ANNIE M. MCKENZIE, . . . . .	Third grade.
IDA R. CHAPIN, . . . . .	Third grade.
EMMA H. TINGUE, . . . . .	Second grade.
EDITH A. ROOT, . . . . .	Second grade.
ANNIE J. LAMPHIER, . . . . .	First grade.
FLORENCE M. McVEY, . . . . .	First grade.
JULIETTE E. HILLS, . . . . .	Assistant first grade.
ALICE BOYD, . . . . .	Assistant first grade.
— — — — —, . . . . .	Musical interpretation.

## INSTRUCTORS IN THE KINDERGARTEN DEPARTMENT.

ELIZA GRAEME GRAVES, . . . . .	Principal.
GERTRUDE E. MARCE, . . . . .	Assistant.
ELVA L. BROWNSON, . . . . .	Assistant.

## THE FACULTY.

The return after leave of absence of Misses H. P. Waterman and E. D. Stacy; the resignation of Miss Maud V. Elmer to accept a position in Brookline; the appointment of Miss Ida R. Chapin in place of Miss Agnes E. Miner, who resigned to be married; the resignation of Mr. A. E. Dodd to become supervisor of manual training for the city of Trenton; and the

appointment of Mr. W. B. Anthony, then supervisor of drawing in the city of North Adams, as his successor, — are the more important changes in the faculty. The substitute teachers and assistants in primary grades rendered efficient service through the year, and secured more remunerative positions in June.

#### INDUSTRIAL TRAINING.

During the past few years industrial training has matured into excellent forms of instruction and construction well adapted to the stages of childhood and youth. Printing by boys of the ninth grade and wood work by boys of the older grammar grades and from the high school have made a real and certain connection with and preparation for the trades. The pupils trained are all the children of the training school, the boys of all the eighth and ninth grades of the city, and an optional class from the high school.

The purpose of industrial training, as undertaken here, is to afford opportunity of experience in doing and making things which to the worker are worth persistent effort; to cultivate in the worker wisdom, skill, usefulness and responsibility. The process of doing or making satisfies the impulse to do things, tests thought and stimulates invention, trains senses and muscles to coördinated, skilful accomplishment; reveals the meaning, difficulty and value of labor; induces understanding through participation; makes clear the limitations of self, the interdependence of persons; enforces the economy of material, effort and time; and fixes due measure of responsibility upon the producer. The product is worth the effort if the maker has a real interest in the making, if the object made is of real value in the household, if it has significance as a trade product. In the process and the product arises, under instruction, the recognition of industrial work as applied science and applied art.

Many of these aims remain subconscious elements of understanding and motive, but they are none the less active and powerful. The industrial work for the children and the students is organized to realize these aims, and does so with a high degree of success.

The kinds of work undertaken are modeling in clay; weaving with sticks, paper, threads and raffia; basketry; cardboard

and paper construction; whittling and carpentering; bent iron work; hammering and cutting copper; printing; sewing and embroidery to some extent; gardening outdoors and indoors. The problems increase in difficulty as the individual gains in ability, the purpose throughout being, so far as circumstances permit, to suit the work to the needs of the individual. Relative difficulty and interest are considered important factors. The normal students follow the line of work indicated for the training school, the object of the work, owing to the very brief time available, not being to prepare supervisors of manual training, or to furnish an adequate course for individuals in whose previous education hand training has not played an important part; but rather to enable the students by personal experience to perceive the value and to appreciate the importance of hand work as an active factor in early education, and to acquire the purpose and skill to undertake some form of manual training in the schools to which they will go.

The present problems are the relating of the industrial and fine arts and the expression of number and form in practical construction. Rapid and real progress is being made, and is especially due to the kind of preparation the instructor has made to these ends. A full course at the Normal Art School, successful supervision of drawing, a season of hand work with a superfine carpenter, a season of machine work in a large wood-working mill, continuous instruction of children and the study of their development and interests, have been the chief elements in this preparation. The child, the material, the vocation and the social elements all demand recognition. The omission of any one of these factors prevents full success in this movement.

#### PHYSICAL CULTURE.

The extension of the time for physical training has produced the expected good efforts. The time now required, two hours per week throughout the course, is too short for the preservation of the play spirit so essential to spontaneity and vigor in the teaching of children. Further relief from the great strain characteristic of the work of normal schools of this State must come by modification of the courses of study or by lengthening the period of the same.



## COURSE OF STUDY.

The two years' course as prescribed by the Board of Education now includes twenty-eight subjects, exclusive of work in the practice school. This requires consideration of seven subjects each half year, — twenty-five to twenty-eight active recitation periods out of a total of thirty during each week of five school days. High attainment of professional scholarship and facility of instruction and control cannot be secured under these conditions. A change in the number of subjects or in the number of years is imperative. Without it the public schools must fall even farther behind the best business practices.

## GRADUATE BODY.

The graduates of the school continue to attain honor and success in teaching, and to reflect great credit upon the school. A class of 49, including 2 from the course for college graduates, graduated in June, and, as usual, all were employed in teaching in September. Requests for as many more were made during the past three months.

## STATISTICS.

Statistics for the year ending Aug. 31, 1906, are as follows: —

1. Number admitted in September, 1905: regular courses, 29; special courses, 5; vacation study, 18. — all women. Whole number enrolled during the year, 106. Number of graduates, 49.

2. Average age of entering class, 21 years, 9 months.

3. Whole number of students who have been members of the school, 508.

4. Number of students from Massachusetts: Berkshire County, 64; Essex County, 1; Franklin County, 21; Hampden County, 6; Hampshire County, 3; Middlesex County, 2; Norfolk County, 1; Worcester County, 3; Plymouth County, 1; Bristol County, 1; Vermont, 2; New York, 1. Cities and towns represented: Massachusetts, 43; scattering, 3.

5. Occupation of parents: farmers, 10; merchants, 5; carpenters, 5; office clerks, 4; stone cutters, 2; painters, 2; section fore-

men, 2; truckmen, 2; mill overseers, 2; insurance agents, 2; lawyers, 2; mechanics, 2; mill operatives, 2; paper makers, 2; gardener, bricklayer, teacher, plumber, railroad agent, physician, librarian, millwright, fireman, boiler tender, contractor, box cutter, engraver, laborer, promoter, hotel proprietor, coachman, dealer in wood, butter maker, each 1.

CLINTON Q. RICHMOND,  
ALBERT E. WINSHIP,  
*Board of Visitors.*

## STATE NORMAL SCHOOL, SALEM.

J. ASBURY PITMAN, PRINCIPAL.

### INSTRUCTORS IN THE NORMAL SCHOOL.

JOSEPH ASBURY PITMAN, . . . . .	Theory and practice of teaching, history of education.
HARRIET LAURA MARTIN, . . . . .	Algebra, geometry.
JESSIE PUTNAM LEAROYD, <sup>1</sup> . . . . .	Botany, English.
CHARLES EUGENE ADAMS, <sup>1</sup> . . . . .	Geology, physics, chemistry.
CHARLES FREDERICK WHITNEY, <sup>1</sup> . . . . .	Drawing.
WILLIAM CHARLES MOORE, S.B., <sup>1</sup> . . . . .	Geology, geography.
MARY ALICE WARREN, <sup>1</sup> . . . . .	Biology, physiology, physical training.
ISABELLA GERTRUDE KNIGHT, A.B., . . . . .	Library.
GERTRUDE BROWN GOLDSMITH, A.B., <sup>1</sup> . . . . .	Biology, psychology.
FANNIE BOUTELLE DEANE (secretary), <sup>1</sup> . . . . .	History.
SARAH LOUISE BAKER, <sup>1</sup> . . . . .	English, arithmetic.
HELEN HOOD ROGERS, <sup>1</sup> . . . . .	Reading, physical training.
CASSIE LUCRETIA PAINE, . . . . .	Critic.
FRED WILLES ARCHIBALD, <sup>1</sup> . . . . .	Music.
MAUD OLDEHAM, . . . . .	English and literature.

### PRACTICE SCHOOLS.

ALTON CLIFFORD CHURBUCK, . . . . .	Principal, fifth to eighth grades.
MAUD SARAH WHEELER, . . . . .	Fifth to eighth grades.
MAJORIE HUSE, . . . . .	Fifth to eighth grades.
BESSIE JORDAN WELCH, . . . . .	Fifth grade.
MABEL LUCILE HOBBS, . . . . .	Fourth grade.
MARY ELIZABETH JAMES, . . . . .	Third grade.
DELIA FRANCES CAMPBELL, . . . . .	Second grade.
HELEN MERRILL DILLINGHAM, . . . . .	First grade.

### Kindergartens.

LOUISE FARRINGTON, . . . . .	Normal school building.
ALICE MARTHA WYMAN, . . . . .	Bertram school building.

### APPOINTMENT OF A PRINCIPAL.

The most important event in the school year was the appointment of Mr. Joseph Asbury Pitman, superintendent of schools in Marlborough, Mass., as principal of the Salem Normal School. Mr. Pitman entered upon his service at the beginning of the second term of the school. Through his wise, skilful and untiring guidance, and through his considerateness and fair-mindedness, the school has gained in vigor and unity and has developed in a way that gives great satisfaction to the board of visitors.

<sup>1</sup> These teachers also teach and supervise in the practice school.

#### CHANGES IN TEACHERS.

With the exception of the election of a principal, no changes have occurred in the faculty of the normal school. At the close of the school year Miss Mabel T. Burnham and Miss Maude M. Brickett resigned their positions in the practice school, and they were succeeded by Mr. Alton C. Churbuck, formerly principal of the Franklin school, Melrose, and Miss Marjorie Huse of the Williams school, Newton. Miss Alice M. Wyman also resigned her position as assistant in the kindergarten, but returned later in the year to assume the principalship of the new kindergarten opened in the Bertram school.

#### MODEL AND PRACTICE SCHOOLS.

Until the present year the principal of the normal school has also acted in the capacity of principal of the practice school; but many of the actual duties usually devolving upon the principal of an elementary school have been performed by the critic teacher. This arrangement proved to be an admirable one until the membership of both normal and practice schools increased to such proportions that one person could not do justice to both lines of work. A principal of the practice school was accordingly engaged, the city of Salem contributing a large proportion of his salary. The critic teacher, acting as his assistant, is still in close touch with the conduct of the school, but she has materially more time for the supervision of the practice teaching of the members of the senior class than formerly. The need of such a change has long been recognized, and it has already increased the efficiency of the school to an appreciable extent.

#### THE MANAGEMENT OF THE SCHOOL.

A school for the training of teachers should be self-governing in the largest possible sense. Heretofore the students have been allowed to exercise the largest degree of personal liberty consistent with the rights of others, and this privilege has been enjoyed and appreciated. In order that the students, as a body, may feel a still deeper sense of responsibility for the success of the school, and that there may be a stronger bond of union

between students and teachers, a school council has been formed for the purpose of considering, in an entirely informal way, whatever may affect the welfare of the school. This is a purely representative body of nine members, consisting of the principal, who is chairman *ex officio*, and two other members of the faculty, together with three representatives elected by each class. The council was created by a practically unanimous vote of the school, and its influence for good is already felt.

#### SCHOOL COUNCIL, GLEE CLUB, ENTERTAINMENTS, ETC.

In a school of two hundred students, nearly all of whom return to their homes at the close of each school day, it is necessary to devise means of promoting as eager and united a school spirit as that which results from dormitory life in a boarding school. This need is being met in part by the Saturday lectures and by receptions and other entertainments arranged by the students. The school council is also proving to be a means of developing a sentiment that is helpful alike to students and teachers. Another means of pleasure and profit and a source of helpful influence is a glee club, organized by Mr. Archibald at the beginning of the school year, and conducted by him with his characteristic enthusiasm.

#### THE COURSE OF STUDY.

An attempt is being made to organize more thoroughly the work of each department, in order that there may be a greater degree of unity throughout the work of both normal and practice schools. Closer relations between the two schools have been established through an increased amount of instruction and supervision in the practice school by the teachers of the normal school. A carefully prepared course in nature study has been introduced into the normal school, and there is systematic instruction in this subject in the practice school throughout the year. This includes the study of plants and animals, physiology and hygiene, and, in the eighth grade, a brief course in the elements of physics and chemistry.

The amount and scope of the industrial work, under the able direction of the teacher of drawing, has been extended, and the industrial laboratory has been thoroughly repaired and is

now occupied. If the necessary appropriation is made, wood-working and other forms of industrial work, under the direction of a special instructor, will be introduced during the school year.

Ground has been broken for a school garden, as another phase of industrial work, and much of the present work in nature study bears more or less direct relation to the gardening to be undertaken in the spring.

#### LECTURES.

The following lectures have been given during the year:—

Relations between Teacher and Supervisor — Mr. Walter Sargent.  
Larger Life and Better Service — Supt. William C. Bates.  
The New Musical Education — Mr. Carroll Brent Chilton.  
Life and Influence of John Brown — Hon. Franklin B. Sanborn.  
People I Have Met — Col. Thomas Wentworth Higginson.  
Arts and Crafts in the Public Schools — Mr. Henry Turner Bailey.  
The Past of Salem — Hon. Robert S. Rantoul.  
Anniversary address, Moral Education in the Public Schools — Prof. George H. Palmer.  
An interpretative reading, Julius Caesar — Mr. Henry Lawrence Southwick.

These lectures have been held on Saturdays, and to them have been invited the superintendents and teachers of Salem and vicinity, together with others interested in the cause of education. Although the outside attendance has not been large, it has been sufficient to indicate a considerable degree of interest and appreciation.

#### THE ESTABLISHMENT OF A SECOND KINDERGARTEN.

Since the establishment of the practice school in 1897 there has been a constant increase in the membership, until in September of the present year there were enrolled nearly 400 pupils, who occupied the nine available rooms upon the first floor of the normal school building. The custom of admitting to the kindergarten children residing outside the school district and allowing them to remain in the school throughout the course has not only had the effect of crowding the kindergarten, but it has been the means of increasing the membership of the other

classes to an unreasonable size in a school organized for purposes of observation and practice. Accordingly, the local school committee has voted to establish new district limits, and has placed at the disposal of the State a room in the Bertram school, in which a second kindergarten has been opened, under the joint control of the State and the city of Salem. If the schools in the three remaining rooms of this building should ultimately become a part of our system of practice schools, it would be materially to the advantage of our students.

In recognition of an increasing demand for teachers of the first grade who possess some knowledge of kindergarten principles, arrangements have been made for those students who may so elect to devote a portion of the time spent in the practice school to the observation of the work in the kindergarten, but no attempt will be made to train kindergartners.

#### IMPROVEMENT OF GROUNDS.

Seed and fertilizer have been applied to the lawn in the front of the building, a considerable number of shade trees have been set out along the line of the street and upon the campus, and ivy has been planted around the walls of the building. This is the beginning of a systematic plan for the permanent improvement of the grounds, suggested by a skilled landscape gardener. The work will be carried forward to completion as fast as funds become available.

#### GIFTS.

The large collection of pictures and casts owned by the school has been increased by the perpetual loan of a valuable cast of the "Laocoön Group," by the Peabody Academy of Science; and the following gifts from the class of 1906: "The Child Handel," Dicksee; "Beethoven in his Study," Schlösser; and a cast, "Cupids," Fiamingo.

#### STUDENTS' BENEFIT FUNDS.

At the triennial reunion held in 1904, the nucleus of a fund, later known as the Capen memorial fund, was raised, and this now amounts to \$278.89. Last year another fund, of \$264, to be known as the Beckwith memorial fund, was contributed by

teachers, students and graduates. It was the original intention that the income from these funds should be used for the assistance of promising and needy students. Inasmuch as the earnings are small, it is proposed that they be used as loan funds, and it is hoped that they may thus be used to the better advantage of students requiring temporary financial aid. Contributions and loans for this purpose are solicited.

#### STATISTICS.

1. The whole number of students in attendance for the year ended July 1, 1906, was 192. Of these, 116 came from Essex County, 61 from Middlesex and 15 from Suffolk. The whole number of students attending the school since its opening in September, 1854, was 5,265.

2. The number of new students admitted to the school during the year was 102, of whom 5 were special students. Among these there were 9 who had had experience in teaching, besides several others who had done a few weeks' work each in summer vacation schools. Of the new students, 12 came from Lynn; 12 from Salem; 11 from Cambridge; 9 from Beverly; 8 from Chelsea; 5 each from Everett, Ipswich and Peabody; 4 each from Malden and Somerville; 3 each from Amesbury and North Andover; 2 each from Rockport, Hamilton, Swampscott, Revere, Newburyport and Wakefield; 1 each from Arlington, Danvers, Saugus, Melrose, Gloucester, North Wilmington, Haverhill, Billerica and Lynnfield. The average age of the members of the junior class was 18.7 years.

3. The occupations of the fathers of the new students were as follows: merchants and salesmen, 15; farmers, 5; foremen and superintendents, 7; carpenters, 6; mechanics and manufacturers, 5 each; shoemakers, railroad employees and tailors, 4 each; blacksmiths, 3; clerks, electricians, marble cutters, masons, real estate agents, contractors, unknown, 2 each; laborer, gardener, engineer, bookkeeper, musician, sea captain, watchman, paperhanger, weaver, draughtsman, banker, currier, physician, baker, postman, steward, gauger, hairdresser, editor, collector, sugar boiler, paper ruler, of no occupation, 1 each.

4. The number of graduates June 26, 1906, was 76, and 2 candidates received certificates for the completion of a year's special work. The whole number of graduates of the school has been 2,855, and the number of certificates granted for a year's work has been 44.

ELLA LYMAN CABOT,

JOEL D. MILLER,

*Board of Visitors.*



## STATE NORMAL SCHOOL, WESTFIELD.

CLARENCE A. BRODEUR, PRINCIPAL.

### INSTRUCTORS IN THE NORMAL SCHOOL.

CLARENCE A. BRODEUR, . . . . .	Pedagogy, school law, school management.
LEWIS B. ALLYN, . . . . .	Mathematics, chemistry, physics.
EDITH L. CUMMINGS, . . . . .	Gymnastics, manual training.
FREDERIC GOODWIN, . . . . .	Vocal music.
MRS. ADELINE A. KNIGHT, . . . . .	English, literature, history.
WILL S. MONROE, . . . . .	Psychology, history of education, geography.
GEORGE T. SPERRY, . . . . .	Drawing.
CHARLES B. WILSON, . . . . .	Natural science.

### TRAINING SCHOOL.

GEORGE W. WINSLOW, . . . . .	Principal.
ANNETTE M. FOX, . . . . .	Eighth grade.
ALICE M. WINSLOW, . . . . .	Eighth grade.
ANNA M. DOWNEY, . . . . .	Seventh grade.
METTA D. BRADSTREET, . . . . .	Seventh grade.
LUCIA A. COLEMAN, . . . . .	Sixth grade.
ELLA J. DOWNEY, . . . . .	Sixth grade.
E. ABBE CLARKE, . . . . .	Sixth grade.
FRANCES L. PARSONS, . . . . .	Fifth grade.
EDITH M. ROBBINS, . . . . .	Fifth grade.
ELIZA CONVERSE, . . . . .	Fourth grade.
FRANCES L. FOSTER, . . . . .	Third grade.
FLORENCE P. AXTELLE, . . . . .	Second grade.
EUNICE M. BEKBE, . . . . .	First grade.
EMMA L. HAMMOND, . . . . .	Kindergarten.

### GENERAL CONDITIONS.

This school has pursued the even tenor of its way since the last report was written. An enrolment of 171 last year seems likely to be equalled this. The school has been reported as capable of providing for 175 pupils. In the five years, 1896-1901, the membership increased 35; during the last five years there has been a similar increase. The grade of student entering the school does not seem to differ materially from that of previous years. Some of those admitted soon demonstrate their inability to do the work demanded by the rigorous normal school course of study, but most of those entering the institution are ready to undertake its tasks.

There have been several improvements in the permanent equipment of the school. The building has been wired for electricity and fitted with electric lights, except in the basement and a small part of the first floor; new furniture has been provided for the platform in the assembly hall; and, what is of far greater importance, crayon portraits of all the former principals of the school have been procured and hung in the library. Such a collection is of great historical value to so old and so important an institution as this. The portraits will be reproduced in the booklet to be issued in time for the triennial meeting of the alumni association next spring.

#### LECTURES AND CONCERTS.

The following list of concerts and lectures has been given during the past year:—

- Mr. O. J. Kern, Rockville, Ill., county superintendent of schools — The Country School.
- Miss Mabel Kimball, teacher in State Normal School, Hyannis — Industrial Work in the Grades.
- Mr. M. V. O'Shea, Professor of Education in University of Wisconsin — Hidden Forces in Education and Life.
- Mr. Henry T. Bailey, Editor "School Arts Book" — Interrelation of the Arts.
- Bach-Beethoven Recital — members of the senior class, under the direction of Mr. Frederic Goodwin, State Normal School, Westfield, assisted by Miss Winifred Lynch, violinist, Holyoke, and Miss Lena J. Bartlett, pianist, Westfield.
- Mr. Walter Sargent, agent State Board of Education — Public School Drawing.
- Dr. James P. Haney, director of the manual arts, New York City — The Teaching of the Manual Arts.
- Prof. Edward S. Morse, curator of Japanese pottery, Museum of Fine Arts, Boston — Japanese Arts and Crafts.
- Rev. Charles F. Dole, Jamaica Plain — Graduation address.
- Rev. Charles Allen Dinsmore, Waterbury, Conn. — The Spiritual Interpretation of the Divine Comedy.
- Prof. Edward Howard Griggs, Montclair, N. J. — The Problem of the Divine Comedy.
- Mr. George H. Martin, Lynn, secretary of the State Board of Education — Teaching and Teachers for the Times.
- Miss Mabel C. Bragg, State Normal School, Lowell — The Art of Story Telling.

Principal Clarence A. Brodeur, Westfield — An Evening with Longfellow, assisted by Mrs. E. H. Shaffer, soprano, Miss E. Abbe Clarke, contralto, Mr. Row W. Steele, tenor, Mr. Frederic Goodwin, bass, Mrs. Frederic Goodwin, accompanist.

#### STATISTICS.

1. Number of pupils admitted to the Westfield Normal School since its organization, 4,820. Number graduated since 1855, 1,955. Number graduated in June, 1906, 57 women. Present number of pupils, 161. Number examined for admission in 1906, 79. Number rejected or who did not enter, 11. Number entering in September, 1906, 83.

2. Average age of pupils admitted in 1906, 18 years, 11 months, 5 days.

3. Residences, by towns, of those who entered in September, 1906: Agawam, 2; Amherst, 2; Barre, 1; Belchertown, 1; Blandford, 1; Chester, 3; Chicopee, 7; Claremont, N. H., 1; Easthampton, 8; East Hartford, Conn., 1; Great Barrington, 2; Greenfield, 1; Greenwich, 1; Holyoke, 7; Longmeadow, 1; Ludlow, 3; Northampton, 1; Palmer, 2; Pittsfield, 3; Plainfield, N. J., 2; Southampton, 1; Springfield, 14; Ware, 1; Warren, 4; Washington, 1; Westfield, 7; West Springfield, 2; Wilbraham, 1; Williamsburg, 1; Worthington, 1.

4. Residences, by counties, of those who entered in September, 1906: Berkshire, 6; Franklin, 1; Hampden, 50; Hampshire, 17; Worcester, 5.

5. Occupations of parents: city officials, 3; clerks and salesmen, 4; farmers, 12; laborers, 20; machinists, 8; merchants, 8; contractors, engineers and housekeepers, 2 each; clergyman, engineer, insurance agent, lawyer, mason, painter and plumber, 1 each.

ALBERT E. WINSHIP,  
CLINTON Q. RICHMOND,  
*Board of Visitors.*

## STATE NORMAL SCHOOL, WORCESTER.

E. HARLOW RUSSELL, PRINCIPAL.

### INSTRUCTORS.

E. HARLOW RUSSELL, . . . . .	Theory and art of teaching, reading, psychology of childhood.
REBECCA JONES, . . . . .	Elementary methods, supervision of apprentices, sewing.
HELEN F. MARSH, . . . . .	Music, drawing.
ARABELLA H. TUCKER (clerk), . . . . .	History of education, botany, penmanship.
OLIVE RUSSELL, . . . . .	Assistant kindergartner.
ANNA P. SMITH (librarian), . . . . .	Mathematics, supervision of apprentices.
AMY L. BOYDEN, . . . . .	Teacher of primary classes, elementary methods, window gardening.
HENRIETTA A. MURRAY, . . . . .	Gymnastics, school games.
FRANK DREW, . . . . .	Psychology, school hygiene, principles of teaching, nature study.
HORACE G. BROWN, . . . . .	English grammar, English literature, history.
EDWARD L. SUMNER, . . . . .	Choral singing.
ROBERT S. BALDWIN, . . . . .	Civil government, English.
LEE RUSSELL, . . . . .	Chemistry, mineralogy, supervision of apprentices.
ROBERT M. BROWN, . . . . .	Geography, mathematics.
HELEN L. BROWN, . . . . .	Head kindergartner.

Principal Russell gives the following statement of the purpose and general condition of the school:—

Upon a superficial view, the academic year just past has not been an eventful one in the history of the Worcester school; but in a deeper sense, no year, perhaps no day, in such a school as this, can go by without important significance to the growing minds of a selected body of young people animated by a high and worthy purpose. Even a casual visitor here is struck with a certain tone of seriousness that pervades the assembled students; an expectant look, an elastic step, an earnest industry, bespeaking interest and faith in what they are doing and gaining. Most of them are on new ground and are facing in a new direction. Hitherto, their chief aim in school has been the acquisition of knowledge; now, it is how knowledge can best be imparted,—a fresh problem, for the most part unthought of before. This mental attitude alone is enough to impart to many almost a new life, and the effect of it can be seen by the dullest eye.

In these days of stir and agitation in educational circles, when discussion and experiment are rife in every quarter, a normal school

acts as a sort of lens to bring each new project or idea into intelligible focus, to comprehend it and estimate its value. The old and the new must be continually brought together and compared. Theory and practice must be placed side by side, and harmony between them worked out. It is this process in its manifold forms that gives to the normal school whatever of professional character it possesses. Graduates of high schools often think of the normal school course as an extension or recapitulation of what they have already learned. The first task of the normal school is to correct this error, and show them the new path they are to follow.

#### THE SCHOOL.

Apart from the perennial interest just mentioned, the mere external events of the passing days need not be dwelt upon. The numbers have not greatly changed from those reported last year. The entering class is a little larger, and the school as a whole a little smaller. A class, the fifty-first in our history, was graduated in June, with the usual public exercises fully attended and much enjoyed. About 75 per cent. of the class had elected and completed a full three years' course, a year of which had been spent in apprenticeship or practice in actual on-going schools, under the most careful and helpful supervision. Most of the members of this class were engaged to teach in schools of their own before the summer vacation ended.

#### THE FACULTY.

The teaching staff of the Worcester school has always been a stable one, and it so continues. The instructors of last year all returned to their former posts at the beginning of the school in September, and the work in all departments was vigorously taken in hand. The instruction and training are modified somewhat in proportion, order and method from year to year, but not enough to call for special mention in this report.

#### HEALTH.

The medical examiner finds the school as a whole in a very sound physical condition. There has been no epidemic and very little sickness of any kind among teachers or students during the year, and the attendance has been regular and punctual in a gratifying degree.

#### ACKNOWLEDGMENTS.

The principal desires to commend in the warmest terms the cordial relations that have long been voluntarily sustained by the teachers of the city of Worcester towards the students of the normal school who are sent to them weekly for visitation, and who are

assigned to them from term to term for practice as apprentices. Without such generous and helpful coöperation, one of the main features of our training, one not outvalued by any other, could not exist. For thirty years these teachers have stood by our side, contributing freely and without a thought of any form of compensation to the practical schoolroom training which has given to this school a valued and almost unique distinction. In the list should also be included the superintendent of the County Truant School at Oakdale, who in the same spirit has lent us his counsel and aid in many ways.

Grateful mention should here be made of the kindness of the Rev. Charles G. Ames, D.D., of Boston, who in a busy season came to our graduation in June and gave to our large audience a formal address of much power and beauty.

#### REPAIRS.

As the years go by there is of course increasing need of general repairs to the buildings and of new furniture to replace that worn out by use, and larger appropriations must be made for this purpose. During the past year, in addition to various minor repairs, the main building has been thoroughly painted on the outside, and the inside needs similar treatment almost as much. The desks and chairs, which have been in constant use for thirty-two years, will soon have to be cast aside and new ones furnished.

To these general statements of Mr. Russell it may be added that the Worcester school has always been managed with careful economy. The buildings are kept in excellent condition, especially when the amounts expended are considered.

#### STATISTICS.

1. Number of different students for the year 1905-06, 128.
2. Number admitted in September, 1906, 56. Number admitted since the beginning of the school in 1874, 1,981.
3. Average age of pupils last admitted, 18 years, 9 months.
4. Residences of pupils last admitted: Worcester County, 51; Norfolk County, 1; Connecticut, 2; New Hampshire, New York, 1 each; total, 56.
5. Occupations of pupils' parents: unknown, 7; mechanics, 8; farmers, 6; overseers, 3; clerks, 3; teamsters, 3; manufacturers, 2; brewers, 2; operatives, 2; policemen, 2; managers, 2; insurance agents, 2; real estate dealers, 2; clergyman, foreman, waiter, contractor, collector, butcher, janitor, photographer, tailor, agent, engineer, merchant, 1 each; total, 56.

6. Number in the graduating class, June, 1906, 27. Number of graduates since 1876, 1,171.

7. Average age of the graduating class, June, 1906, 21 years, 3 months.

8. Library: reference books reported last year, 7,180; volumes added the present year, 200; total, 7,380. Text-books reported last year, 8,020; volumes added the present year, 195; total, 8,215. Whole number of volumes in the library, 15,595.

J. D. MILLER,  
ELLA LYMAN CABOT,  
*Board of Visitors.*

# STATE NORMAL ART SCHOOL, BOSTON.

GEORGE H. BARTLETT, PRINCIPAL.

## INSTRUCTORS.

GEORGE H. BARTLETT, . . . . .	Lecturer on historic ornament, principles of design in nature, drawing for illustration, process engraving, blackboard illustration.
ALBERT H. MUNSELL, . . . . .	Drawing and painting from the antique figure and living model, composition, artistic anatomy.
EDWARD W. D. HAMILTON, . . . . .	} Drawing and painting from the antique figure and living model, composition.
ERNEST L. MAJOR, . . . . .	
JOSEPH R. DeCAMP, . . . . .	Painting from the living model, portraiture.
ANSON K. CROSS, . . . . .	} Free-hand drawing, light and shade, perspective, model drawing theory.
RICHARD ANDREW, . . . . .	
ETHEL G. BARTLETT, . . . . .	Free-hand drawing, light and shade.
MERCY A. BAILEY, . . . . .	Water-color painting.
VESPER L. GEORGE, . . . . .	Design.
LAURIN H. MARTIN, . . . . .	Applied design, laboratory work.
GEORGE JEPSON, . . . . .	Descriptive geometry, mechanical drawing and laboratory work.
CYRUS E. DALLIN, . . . . .	Modeling from antique and life, composition.
ANNIE E. BLAKE, . . . . .	Modeling and casting, design in the round.
RALPH E. SAWYER, . . . . .	Building construction, architectural drawing and design.
JOSEPH H. HAMES, . . . . .	Sloyd and mechanic arts.
MARY G. BATCHELOR, . . . . .	Teaching exercises, graded illustrative work, drawing in relation to other studies.
JOHN L. FREBBIE, . . . . .	Ship draughting.
ANNA M. HATHAWAY, . . . . .	Curator.

## GENERAL CONDITIONS.

There has been no marked change in the curriculum of the Normal Art School within the last year. As, however, the number of its pupils is greater than at any previous time, though the standard of examinations is higher, the lack of proper accommodation for so many is painfully evident.

With each twelve months it becomes more apparent that the scope of the school distinctly affects the teaching of drawing in many cities and towns of the State. At the same time, the school always stands ready to adapt its instruction to the advancing needs of the community, as, for example, in its insistence upon more constructive work in the actual making of objects of utility, bearing artistic enrichment.



### USE OF THE PENCIL AND OF BLACKBOARD DRAWING.

The emphasis of the school upon drawing as a means of expression second only to speech renders indispensable the acquirement of the mastery of the pencil as the ever-ready tool in drawing. It is or always should be in one's pocket, while color and chalk are mediums for expression which must be sought.

The blackboard drawing, with which the whole school also becomes familiarized as draughtsmen, is a striking feature of the instruction. Though many effects can be well rendered by the use of colored chalks, ready, accurate ability for outline drawing from memory is the essential element of the blackboard exercises of the school.

The pupils of the public school class, all of whom are to become teachers, are most carefully trained by the principal himself in manipulation of the chalk and in time sketches from memory, embracing object and animal drawing, single action or that of a group and perspective, as in sketches of streets, buildings, interiors and graded illustrative work.

### THE PUBLIC SCHOOL CLASS AND THE BOSTON PUBLIC SCHOOLS.

The harmonious connection which has existed during the last few years between the State Normal Art School and the Boston public schools, in which are now teaching nearly forty of the graduates of the Art School, has proved conducive to the best interests of the city's schools and of the Normal Art. The State pupils "observe" in the various grades of the public schools, and teach whenever requested to do so by the master of a school or one of his assistants.

Through this arrangement, amicably promoted by both parties to it, the State does not suffer from lack of any practice school in which its pupils should acquire pedagogic skill, manual dexterity and artistic expression. No theoretical class, made up of pupils who, though co-students, endeavor to simulate boys and girls of earlier school grades, but which is taught by one of themselves as a lesson in presentation of methods and subjects, is as valuable an exercise in teaching as when actual children of various ages are taught by the real pupil teacher, who is soon to become the graduated, qualified instructor.

It is earnestly to be hoped that the relationship already established between the public schools of Boston and the Normal Art will strengthen and develop along lines beneficial to both city and State.

#### THE SCHOOL PAPER.

“The Center of Vision,” a small monthly magazine, with its corps of school editors, writers and business managers, has done much to foster a loyal school spirit, friendly intercourse between the classes, and continuance of the interest of the alumni in whatever pertains to the school.

#### THE EXPOSITION AT PORTLAND, ORE.

A gold medal and a diploma were awarded at the Lewis and Clark Centennial Exposition, Portland, Ore., to the exhibit of the school, which aroused unusual interest because of its constructive character and the excellence of its workmanship in enamel, copper and silver. The correspondence that ensued in regard to the pedagogical methods of the school in relation to drawing was of much service.

#### GIFTS.

From the graduates of the classes of 1906 was received a large carbon photograph of Whistler's portrait of his mother.

#### MEDICAL INSPECTION.

Charles S. Butler, M.D., the medical examiner of the school, in addition to his regular inspection of the health of the pupils, has given much attention during the last year or two to their eyesight. His report is of so much value that it is herein appended: —

During the past few years the accommodations in the studios have been taxed almost to their utmost capacity, so that considerations of ventilation, proper light and health have been emphasized. With these facts in mind, improvements of evident benefit were recently made, both in giving more room and in better ventilation to the upper studios.

In my visits the past year I have as usual watched in particular the entering class, because the youth and lack of complete physical development among its members demand more attention. In ac-

cordance with the practice of several years past, I have given the entering class a short talk, early in the school year, on the principles of personal hygiene; and this year supplemented it by another talk on the practical application to teachers and scholars.

The students at the school are encouraged to speak to the doctor during his visits in regard to questions of personal health, — a privilege which has been taken advantage of from time to time. I may say, however, that the general health of the school has seemed to me remarkably good, considering the activities of the students, their ages, and the fact that so many come from far outside Boston.

The necessity of good vision among students in a normal art school needs no emphasis; and during the few years of his service the medical visitor has been consulted occasionally by teachers and pupils in regard to the eyes. The former practice has now been extended, so that this year I have made a systematic test of the vision of all students of the entering class. Of 88 examined, 26 are wearing glasses regularly for reading, studying or for distance; and 10 other students were found with defective vision, sufficient to need correction by glasses; a number of these students, moreover, have already had mild symptoms of eye-strain.

It is proposed to keep these records for future reference and comparison, from year to year.

Very respectfully,

CHARLES S. BUTLER, M.D.

DEC. 1, 1906.

### STATISTICS.

The statistics for the school from Sept. 29, 1905, to June 21, 1906, are as follows: —

1. Total number of students, 352. — men, 66; women, 286. Number in attendance at the present time (Dec. 4, 1906), 353.

2. Average age of students, 22 years.

3. Graduates in June, 1906: public school course, 21; course in drawing and painting, 11; course in design, 9; course in mechanical drawing, 2; total, 43, — men, 12; women, 31.

4. Appointments since Dec. 5, 1905, of past pupils to be teachers and supervisors of drawing, which have been reported to date (Dec. 4, 1906), 73.

5. Number of students from the several counties of the State: Barnstable, 2; Berkshire, 3; Bristol, 5; Essex, 47; Franklin, 1; Hampden, 7; Hampshire, 3; Middlesex, 99; Norfolk, 19; Plymouth, 8; Suffolk, 129; Worcester, 17; total, 340. Students from other States are distributed as follows: Maine, 6; New Hampshire, 3; Vermont, 1; New York, 1; Canada, 1; total, 12. Total from other States and Massachusetts, 352.

6. Occupations of fathers of students: professions, 22; real estate and insurance, 5; manufacturers, 16; contractors and builders, 6; merchants and traders, 52; farmers, 7; teachers, 2; mechanics, 25; commercial business, 14; other callings, 120; total, 269. Deceased, 62; retired, 21; complete total, 352.

KATE GANNETT WELLS,  
CAROLINE HAZARD,  
T. B. FITZPATRICK,  
*Board of Visitors.*

## STATE NORMAL SCHOOLS.

Table showing admissions and attendance for 1906, with other normal school data.

NORMAL SCHOOLS.	TEACHERS IN NORMAL SCHOOLS.		TEACHERS IN MODEL AND PRACTICE SCHOOLS.		Examined in 1906	ADMITTED TO —		NUMBER OF DIFFERENT STUDENTS FOR 1906-1907.		ATTENDANCE DEC. 1, 1906.		Number of graduates in 1906.	Different students from the beginning.	Graduates from the beginning.
	Men.	Women.	Men.	Women.		Entering class.	Higher or special classes.	Men.	Women.	Totals.	Men.	Women.	Totals.	
Bridgewater, . . .	7	10	1	12	146	111	13	31	290	291	24	223	247	98
Fitchburg, . . .	4	8	3	17	56	48	20	-	138	138	-	141	141	56
Framingham, . . .	4	12	-	7	98	92	2	-	304	304	-	205	205	85
Hyannis, . . .	3	4	1	5	22	18	9	11	40	51	7	44	51	20
Lowell, . . .	3	7	1	34	134	67	7	-	143	143	1	144	145	51
North Adams, . . .	4	4	-	21	41	36	5	-	106	106	-	75	75	48
Salem, . . .	5	10	1	9	99	82	7	5	187	192	6	163	169	76
Westfield, . . .	6	2	1	14	86	69	16	-	171	171	-	162	162	55
Worcester, . . .	7	5	-	3	72	54	2	4	124	128	4	128	133	27
Normal Art (Boston), . .	14	4	-	-	108	94	6	66	298	302	62	291	303	43
Totals, . . .	57	66	8	122	862	671	87	117	1,619	1,736	104	1,576	1,680	569
														28,467
														14,376

1 In addition, summer session students: men, 25; women, 141; graduates, 3.

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**SEVENTIETH ANNUAL REPORT**

**OF THE**

**SECRETARY OF THE BOARD.**

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# SECRETARY'S REPORT.

*To the Board of Education and the Legislature.*

I have the honor to submit the seventieth annual report of the secretary upon the condition and needs of the public schools of the State. In accordance with the law, the usual returns have been made by school committees to the office of the Board, and the usual abstract prepared.

## SUMMARY OF STATISTICS FOR 1905-1906.

### *I. Number of Public Day Schools.*

1. Number of towns, 321; cities, 33. Total, 354.  
All have made the annual returns required by law.
2. Number of public schools based on the single class room as the unit of comparison, . . . . . 11,455  
Decrease from the preceding year, . . . . . 231

### *II. Average Number of Months the Public Schools have been kept.*

1. Average number of months the public schools have been kept during the year, . . . . . 9 $\frac{7}{8}$   
Average the same as last year.
2. Average number of months the high schools have been kept during the year, . . . . . 9 $\frac{1}{2}$   
Increase, . . . . .  $\frac{3}{8}$

### *III. School Census Data.*

1. Number of persons in the State Sept. 1, 1905, between the ages of seven and fourteen years: males, 186,872; females, 187,440; total, . . . . . 374,312  
Increase in the total, . . . . . 6,436
2. Number of persons in the State Sept. 1, 1905, between the ages of five and fifteen years: males, 259,813; females, 262,500; total, . . . . . 522,313  
Increase in the total, . . . . . 9,157
3. Number of illiterate minors in the State Sept. 1, 1905, over fourteen years of age: males, 3,679; females, 3,212; total, 6,891  
Decrease in the total, . . . . . 1,559



*IV. Public School Enrolment and Attendance Data.*

1. Number of pupils between seven and fourteen years of age, attending the public schools during the year 1905-1906,	324,368
Increase, . . . . .	7,376
2. Number of different pupils between five and fifteen years of age attending the public schools during the year 1905-1906, . . . . .	450,258
Increase, . . . . .	8,279
3. Number of pupils under five years of age attending the public schools during the year 1905-1906, . . . .	11,305
Increase, . . . . .	335
4. Number of pupils over fifteen years of age attending the public schools during the year 1905-1906, . . . .	47,253
Increase, . . . . .	2,298
5. Total enrolment of pupils of all ages in the public schools during the year 1905-1906, . . . . .	508,816
Increase, . . . . .	10,912
6. Average membership of pupils in all the public schools during the year 1905-1906, . . . . .	451,600
Increase, . . . . .	9,460
7. Average attendance in all the public schools during the year 1905-1906, . . . . .	415,508
Increase, . . . . .	11,391
8. Percentage of attendance based on the average membership,	.92
9. Percentage of attendance based on the total enrolment,	.82

*V. Public School Teachers and their Wages.*

1. Number of teachers required in the public schools during the year: men, 1,207; women, 12,959; total, . . . .	14,166
Increase, . . . . .	317
2. Number of teachers in the public schools who have graduated from college: in high schools, 1,441; in the elementary schools, 475; total, . . . . .	1,916
3. Number of teachers who have graduated from normal schools, . . . . .	6,769
Increase, . . . . .	184
4. Average wages of male teachers per month in the public schools, . . . . .	\$149 02
Decrease, . . . . .	\$0 03
5. Average wages of female teachers per month in the public schools, . . . . .	\$57 07
Decrease, . . . . .	\$0 15

*VI. Public High Schools.*

1. Number of public high schools, . . . . .	263
Increase, . . . . .	1
2. Number of teachers in the high schools, . . . . .	1,898
Increase, . . . . .	78

3. Number of pupils in the high schools, . . . . .	47,543
Increase, . . . . .	2,144
4. Expenditures for high school support, . . . . .	\$2,556,173 23
Decrease, . . . . .	\$14,494 22

### VII. Public Evening Schools.

1. Number of cities and towns having public evening schools, . . . . .	56
Decrease, . . . . .	1
2. Number of evening schools, . . . . .	285
3. Number of teachers, . . . . .	1,813
Increase, . . . . .	24
4. Number of different pupils in attendance: males, 30,362; females, 16,978; total, . . . . .	47,340
Increase in total, . . . . .	2,202
5. Average attendance, . . . . .	25,541
Increase, . . . . .	310
6. Expended upon evening schools, . . . . .	\$315,790 53
Increase, . . . . .	\$20,383 64

### VIII. Public Kindergartens.

1. Number of towns and cities having public kindergartens, . . . . .	39
Increase, . . . . .	3
2. Number of public kindergartens, . . . . .	279
Increase, . . . . .	21
3. Number of teachers, . . . . .	496
Increase, . . . . .	10
4. Number of pupils, . . . . .	16,647
Increase, . . . . .	896
5. Cost of public kindergartens, . . . . .	\$290,598 24
Increase, . . . . .	\$8,999 43

### IX. Cost of the Public Schools for Support.

4. Total expenditure for the support of the public schools, . . . . .	\$13,585,633 04
Increase, . . . . .	\$398,980 55
This expenditure is distributed among the following classes indicated in the statutory definition of support:—	
1. Teachers' wages, . . . . .	\$9,877,725 85
Increase, . . . . .	\$299,153 84
2. Conveyance of pupils, . . . . .	\$236,415 40
Increase, . . . . .	\$23,194 47
3. Fuel and care of school premises, . . . . .	\$1,863,339 42
Increase, . . . . .	\$41,829 92
4. School committees, clerks, truant officers, etc., . . . . .	\$171,957 47
Increase, . . . . .	\$5,954 59
5. Superintendents of schools, . . . . .	\$349,570 83
Increase, . . . . .	\$6,633 86

6. Text-books and supplies, . . . . .	\$706,301 56
Increase, . . . . .	\$10,910 38
7. School sundries, . . . . .	\$380,322 51
Increase, . . . . .	\$11,303 49
<i>B. Amount included in the total expenditure for support as given under IX., A, but derived from other sources than local taxation or its equivalent, such as aid from the State, income from local funds, voluntary contributions, etc., . . . . .</i>	
	\$585,235 15
Decrease, . . . . .	\$6,992 26
<i>C. Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support as given under IX., A, diminished by contributions for such support from other sources than local taxation as given under IX., B, . . . . .</i>	
	\$13,000,397 89
Increase, . . . . .	\$405,972 81

### *X. Cost of the Public Schools for Buildings.*

<i>A. Total expenditure for buildings for the public schools, . . . . .</i>	\$3,753,610 89
Decrease, . . . . .	\$1,191,265 63
This expenditure is distributed as follows:—	
1. New schoolhouses, . . . . .	\$2,654,154 05
Decrease, . . . . .	\$1,146,988 88
2. Alterations and permanent improvements, . . . . .	\$690,883 37
Increase, . . . . .	\$8,318 60
3. Ordinary repairs, . . . . .	\$408,573 47
Decrease, . . . . .	\$52,595 35
<i>B. Amount included in the total expenditure for buildings for the public schools as given under X., A, but derived from other sources than local taxation or its equivalent, . . . . .</i>	
	\$11,990 70
Decrease, . . . . .	\$19,167 40
<i>C. Amount raised by local taxation and expended for buildings, being the total expenditure for buildings as given under X., A, diminished by contributions for buildings from other sources than local taxation as given under X., B, . . . . .</i>	
	\$3,741,620 19
Decrease, . . . . .	\$1,172,098 23

### *XI. Total Cost of the Public Schools for Support and Buildings.*

1. Total expenditure for support and buildings, for the public schools, that is, for all public school purposes, . . . . .	\$17,339,243 93
Decrease, . . . . .	\$792,285 08
2. Amount included in the total expenditure for support and buildings as given under IX., A, and X., A, but derived from other sources than local taxation or its equivalent, . . . . .	
	\$597,225 85
Decrease, . . . . .	\$26,159 66

3. Amount raised by *local taxation* and expended for *support* and *buildings*, being the total expenditure for these purposes as given under IX., A, and X., A, diminished by contributions thereto from other sources than local taxation or its equivalent, as given under IX., B, and X., B, \$16,742,018 08  
Decrease, . . . . . \$766,125 42

### XII. Cost of the Public Schools per Child.

- |                                                                                                                                                                                                                                                                                        |         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. Average <i>taxation</i> cost of the public schools for <i>support</i> (IX., C) for each child in the State between the ages of five and fifteen years (III., 2), . . . . .                                                                                                          | \$24 89 |
| Increase, . . . . .                                                                                                                                                                                                                                                                    | \$0 36  |
| 2. Average <i>taxation</i> cost of the public schools for <i>support</i> (IX., C) for each child in the average membership of the public schools (IV., 6), . . . . .                                                                                                                   | \$28 79 |
| Increase, . . . . .                                                                                                                                                                                                                                                                    | \$0 30  |
| 3. Average <i>taxation</i> cost of the public schools for <i>support</i> and <i>buildings</i> , that is, for all school purposes (XI., 3), for each child in the State between the ages of five and fifteen years (III., 2), . . . . .                                                 | \$32 05 |
| Decrease, . . . . .                                                                                                                                                                                                                                                                    | \$2 08  |
| 4. Average <i>taxation</i> cost of the public schools for <i>support</i> and <i>buildings</i> , that is, for all school purposes (XI., 3), for each child in the average membership of the public schools (IV., 6), . . . . .                                                          | \$37 07 |
| Decrease, . . . . .                                                                                                                                                                                                                                                                    | \$2 53  |
| 5. Average expenditure on account of the public schools for <i>support</i> and <i>buildings</i> , including <i>voluntary contributions</i> as well as money raised by <i>taxation</i> (XI., 1), for each child in the State between five and fifteen years of age (III., 2), . . . . . | \$33 20 |
| Decrease, . . . . .                                                                                                                                                                                                                                                                    | \$2 14  |
| 6. Average expenditure on account of public schools for <i>support</i> and <i>buildings</i> , including <i>voluntary contributions</i> as well as money raised by <i>taxation</i> (XI., 1), for each child in the average membership of the public schools (IV., 6), . . . . .         | \$38 40 |
| Decrease, . . . . .                                                                                                                                                                                                                                                                    | \$2 61  |

### XIII. Percentage of State Valuation expended for Public School Purposes.

- |                                                                                                                                                                                         |                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 1. Percentage of the total State valuation (May 1, 1905) raised by <i>local taxation</i> and expended for the <i>support</i> of the public schools (IX., C), . . . . .                  | .003 $\frac{3}{100}$ or \$3 89 per \$1,000 |
| Increase, . . . . .                                                                                                                                                                     | .000 $\frac{3}{100}$ or \$0 02 per \$1,000 |
| 2. Percentage of the total State valuation (May 1, 1905) raised by <i>local taxation</i> and expended on the public schools for <i>support</i> and <i>buildings</i> (XI., 3), . . . . . | .005 $\frac{5}{100}$ or \$5 05 per \$1,000 |
| Decrease, . . . . .                                                                                                                                                                     | .000 $\frac{3}{100}$ or \$0 33 per \$1,000 |

*XIV. Academies and Private Schools.*

1. Number of incorporated academies, . . . . .	42
Number the same as last year.	
2. Whole number of pupils in the academies for the year, . . . . .	5,863
Decrease, . . . . .	144
3. Amount of tuition paid in the academies during the year, . . . . .	\$577,040 48
Increase, . . . . .	\$36,579 08
4. Number of private schools returned, . . . . .	325
Decrease, . . . . .	4
5. Whole number of pupils in the private schools during the year, . . . . .	91,863
Increase, . . . . .	2,897
6. Amount of tuition paid in private schools (much of it estimated), . . . . .	\$871,584 82
Increase, . . . . .	\$10,150 68

The facts represented by the preceding figures acquire new meaning and serve for encouragement and incentive, if viewed in the light of the condition of public education in Massachusetts when the distinguished secretary Horace Mann presented the first annual report, seventy years ago.

*The Schools.* — The educational work undertaken at public expense was done in the ungraded district schools of the country towns and the equally ungraded schools of the few cities. Public high schools were required by law to be kept in the larger towns and cities (43 in number), but only 15 had been established.

The ungraded schools varied in size from the little cross-roads schools in the remote districts with a few children, and the schools in the villages containing from 50 to 100 scholars, to the great reading and writing single-roomed schools of Boston, numbering from 250 to 300 pupils.

The country schools contained children of all ages, from four to twenty-one. They studied the usual elementary branches, and a few of the older pupils ventured into the higher mathematics and some of the elementary sciences. In the larger towns, people who could afford it, and many who could not, sent their children to private schools and academies.

*The School Year.* — The average school year was 6 months and 25 days, divided about equally into a summer and a winter term. More than a third of the scholars went only during one

of these terms; that is, on an average between 3 and 4 months each year. There was no law compelling attendance. The attendance for even these short terms was irregular,—80 per cent. in winter and 76 per cent. in summer. At a somewhat later period the report was made from one town that one third of all the pupils were truants.

*Schoolhouses.*—The total value of all the schoolhouses was estimated at about \$500,000. Shortly afterwards four schoolhouses in one town were sold at auction for an average of \$41.34 each, and in another town four were sold for \$100. Many were sold for from \$4 to \$10 each. They were described by Mr. Mann as inconvenient, uncomfortable, dangerous to health, unsightly and repulsive, “deserted by all public care and abandoned to cheerlessness and dilapidation.” One school was kept for thirteen years in a room allowing less than 30 feet of air for each pupil; now the minimum requirement is 215 feet.

*Teachers.*—Women taught the summer schools, and men the winter schools. There were no trained teachers, and few who could be called professional teachers. For the most part, teaching was a casual employment. The men were selected for their ability to control turbulent spirits by force of muscle or will; the women were selected on account of family relationships or sectarian church connections. The men were paid an average of \$25.44 a month; the women, \$11.38 a month. These sums included board.

*Discipline and Instruction.*—Both the spirit and the teaching in the schools were marked by wide differences. The prevailing discipline was harsh, and most of the instruction poor. There were good teachers, both men and women; but they changed their schools so often that most schools were subjected to alternatives of good and poor teaching, or to a succession of poor teachers, varied by an occasional good one.

*Text-books.*—The parents purchased books for their children. Although the law authorized the school committee to select text-books and required them to provide books for poor children free of expense, in 100 towns no uniform books had been prescribed and in 40 towns no provision had been made for the poor children. The children came with books of differ-

ent kinds, with books worn and mutilated, or with no books at all.

*Supervision.* — Although the law required the school committee to visit the schools, in not more than 50 or 60 towns was there any pretense of visiting. In four fifths of the towns no money was spent for supervision. In a town of 40 districts the committee had not examined a teacher or visited a school for eight successive years. Writing on this point, Mr. Mann said: "The teachers have not one-thousandth part the supervision which watches the same number of persons having the care of cattle or spindles or the retail of shop goods."

*Expenditures.* — The towns on an average raised \$2.81 for each child between four and sixteen years of age. Twenty-nine of the richest towns raised but \$2.21 per child. These were the towns in which the most money was spent for private schools. The entire amount raised by taxation was \$465,228, while \$328,026 was spent on private schools. The amount raised by taxation was less than one and six tenths mills on each dollar of valuation.

*Public Apathy.* — The low condition of public education was due to the general lack of interest and sympathy among the people. Most of the people were contented with the poor district schools; those who were not, patronized private schools. To awaken the people of the State was the work to which Mr. Mann devoted himself. He appealed to their interest and to their conscience. The awakening began at once, and almost immediately showed itself in improved conditions. The full extent of the work which has been done in seventy years may be estimated from a few comparisons.

#### CONTRASTS.

*The Schools.* — The school district system, with its blighting influences, has disappeared. The schools have been graded wherever pupils enough are found to form classes. Specialization has taken the place of the old heterogeneous collection of pupils. Kindergartens take the youngest children.

The 15 high schools have become 263 in 236 cities and towns, while in those schools are taught 1,030 children from other towns whose tuition is paid wholly or in part by the

State. Only 13 towns have no pupils receiving high school instruction.

Evening schools provide for both minors and adults who have passed the school age and are at work.

*The School Year.* — In place of the short summer and winter terms is a school year averaging 9 months and 7 days. Compulsory attendance laws secure the average attendance of 81 per cent. of all enrolled pupils, and the enrolment far exceeds the number between the compulsory ages. Truant schools have been provided for those who habitually absent themselves.

*Schoolhouses.* — The miserable buildings, valued at \$500,000, have disappeared, and in their place are schoolhouses valued at \$58,894,058. In these modern science has provided for the health and comfort of the children in heating, lighting, ventilation, seating and sanitary conveniences.

*Teachers.* — Teaching has become a steady business for all, and a profession for many. Women have largely taken the place of men. Normal schools have been established, and have given two years or more of training to 48 per cent. of all the teachers now in the schools. These teachers control by personal influence, and for the most part without corporal punishment. The pay of teachers has risen from \$25.44 a month for men and \$11.38 a month for women to \$149.02 a month for men and \$57.07 a month for women.

*Text-books.* — The poor are no longer discriminated against by being left without school books, or by receiving them as charity. Text-books, and with them all needed material for school work, are furnished to all the pupils at public expense. These books are uniform throughout the schools of each town and city, but not throughout the State.

*Supervision.* — Professional supervision has been added to professional teaching. Every town and city employs, either alone or in a union with other towns, a superintendent of schools, who, under the direction and control of the school committee, has the superintendence and care of all the public schools. In State-aided unions these superintendents hold a certificate of approval issued by the Board of Education.

*Expenditures.* — The total expenditures for school purposes have risen from \$465,228 to \$16,742,018.08. The expendi-



ture for private schools has risen from \$328,026 to \$1,448,625.25. The average amount raised by taxation for each child of school age has risen from \$2.81 to \$24.89, the lowest being \$3.23 and the highest being \$60.11. The amount raised by taxation has risen from one and six tenths mills on the dollar of valuation to three and eighty-seven hundredths mills.

*Public Interest.* — Public apathy has given place to public interest, which alone could account for the enormous increase in expenditures. Public education in all of its phases is a subject of universal discussion in newspapers, magazines and books, and on the platforms of clubs and associations.

It would be extravagant to claim for the Board of Education the full credit for all of these changes. The Board, through its secretaries, has projected many of these reforms; it has supported them all, and assisted in making them effective. Its success has been due to the co-operation of public-spirited men and women, who have given freely of their own time and thought and means to build up a public school system worthy of Massachusetts.

#### SOME EXISTING IMPERFECTIONS.

While the general conditions as described in the preceding pages seem encouraging, and might suggest that the State would be warranted in resting self-satisfied with its attainments, a closer view of the schools shows that there are still weak places. Ideal conditions have not been reached in the most favored communities, and there are some dark spots on the map of the State where whole communities are still backward and apathetic.

*School Attendance.* — A thorough-going system of securing school attendance of all the children is the exception rather than the rule. The basis of such a system must be an accurate school census, as required by law. There is reason to believe that much looseness exists in the manner of taking this census, especially in the rural towns. Cases are known to exist where a member of the school committee, acting as enumerator, starts with the school registers as a basis, and depends on the children to furnish additional names.

With an accurate census as a basis, in every town and city

it is the duty of the school committee, acting through the superintendent, to locate every child between the ages of seven and sixteen. The list as given by the census should be compared with the school registers, and the children who are not in the public schools noted. If they are not in the public schools, it is the business of the school authorities to know why they are absent. The school laws provide for exemptions on account of attendance upon an approved private school, equivalent instruction elsewhere, physical infirmity or mental incapacity. A careful and complete record should be made, preferably by card catalogue, of the results of such investigation. This is the second step, the census being the first.

If it should appear that there are children who are not in school and who are not exempt under any of the legal provisions, the next duty of the school authorities is to take the necessary steps to enforce the law relative to non-attendance,—against the parents if they are responsible, or against the children if they are habitual absentees or truants. This is the third step.

There is a laxity and inefficiency in each of the processes in many communities. The census is not complete; the investigation based on it is not thorough; the enforcement of law is neglected, for various reasons.

Incompetent persons are appointed as truant officers. Committees and truant officers hesitate to prosecute, for fear of retaliation; for fear lest political or business interests should suffer; for fear of offending employers of children.

Some complications arise in connection with the conveyance of children to school. While disputes are going on between dissatisfied parents and the school committees, some children are kept from school. In several cases, where attempts have been made to enforce the law, the judges have refused to convict.

The school authorities need to scrutinize their own records carefully, in order to explain the large discrepancy between the enrolment and the average membership as reported to the Board of Education. For the year covered by the statistics in this volume this discrepancy amounts to 57,216. In some cities it amounts to 18 per cent. of the enrolment.

*Supervision.* — Nantucket and Gosnold are the only two towns which continue to disregard the law requiring the employment of a school superintendent. The Board of Education has pointed out to the school authorities of Nantucket how they might comply with the law without great expense and to the advantage of all the schools, but no steps have yet been taken.

It would be self-deception for the State to think that, because all the towns are employing professional superintendents, the problem of supervision has been solved. The position of school superintendent is an anomalous one. The State first authorized the towns, then tempted them by offer of State aid, then required them to employ a superintendent; but it has never defined his duties or conferred on him any authority.

The duties of the school committee are unchanged, save that they are not required to visit the schools. The school committee must still determine the number of schools, and how the children shall be distributed among them; select and contract with teachers; purchase text-books and supplies; make general rules and regulations for the conduct of the schools; and make the required returns and reports to the State.

The superintendent is to have the "supervision and care of the schools, under the direction and control of the committee." The law implies that the superintendent's chief work is in the schools. He is to be there to inspect, to advise, to assist. It is his business to know the schools, — to know what they are doing and what they are not doing. This knowledge qualifies him to be the expert adviser of the committee in the discharge of their legal functions. The schools cannot be efficient in any community unless this relation exists. It does not now exist in all towns. There are committees which either do not seek advice from the superintendent, or persistently ignore it when given. In some cases the trouble is due to some man on the committee who had been accustomed to manage the schools before the day of superintendents, and who is unwilling to relinquish his domination. In others it is due to some young man who, being newly elected on the committee, feels that he must do something. The superintendency cannot accomplish all that it is designed to do until the committees come into relations of

confidence with the superintendent, recognize the nature and purpose of his work, give him freedom to work out his plans and the means for doing it, and support him before the teachers and the public.

*Teaching.*—The teaching is not all good; much of it is excellent. It conforms more closely to sound principles than in earlier years. It aims to secure attention by awakening interest, and it utilizes every means of illustration which the ingenuity of teachers can devise. The effort is to draw children to learning, rather than to drive them to it. It is on the whole much more objective and concrete. Text-books occupy relatively a much less important position. Observation and comparison and judgment are relied on more than verbal memory.

In the famous Boston examination of 1845, to the question in geography, why some of the rivers in the southern part of the Atlantic States flowed eastward and others westward, few pupils ventured an answer. The most intelligent reply was, "Because it was the will of God." Few children could be found now in the grammar schools of the State who could not intelligently answer similar questions.

Most schools are supplied with apparatus for illustration, maps, globes and sand tables for geography; counters and weights and measures for arithmetic; cabinets for nature study and for illustrations in reading; laboratories for the sciences in the high schools.

There is a wider range in reading. Not only a variety of reading books, but books in science, history, biography and literature are abundant in nearly all of the schools. In the use of this, oral reading as an accomplishment has suffered. It has mostly disappeared from the schools, as it has from the homes. Good reading of the old-fashioned kind can rarely be found.

There is much practice in written English, and facility is acquired much earlier than formerly; but so large a part of the children come from homes in which English is not familiarly or not correctly spoken, that the work of teaching both spoken and written English is much more difficult than when the population was more homogeneous.

Much complaint is made that the so-called essentials are

neglected, especially spelling and arithmetic. The deficiencies in both of these subjects are greatly exaggerated. Defects in spelling are more in evidence than formerly, because everybody writes, whereas in the olden days few people wrote. Many people imagine a golden age somewhere in the past when everybody habitually spelled correctly. If we attempt to fix the date of the golden age in spelling, we find it pushed back farther than most people who now complain can remember.

In 1856 William B. Towle wrote, in "The American Journal of Education:" "Probably spelling was never worse than at present."

In the same year Gideon Thayer wrote, in "Letters to a Young Teacher:" "What proportion of those who have enjoyed the average means of education among us do or can spell their vernacular tongue? Take the first fifty persons you meet of either sex, and ask of them an off-hand page of manuscript. If more than one in the whole number accomplishes it without a single error in orthography, you will be more fortunate than most of our fraternity have found themselves, and I venture to assert the result will not be more successful than this proportion."

In 1839 Horace Mann said: "It is generally admitted that the spelling is not as good as it was a generation ago."

This pushes back the era of good spelling to the early part of the nineteenth century.

I have a package of letters in my desk, written about 1820 by an early graduate of Bradford Academy, who was a teacher for several years, in which the rhetoric is superior, but which contain many misspelled words.

The truth is, many of the old records are well spelled because those who could write and spell were chosen as clerks.

So far as any means of proof exist, the work in the arithmetic of the schools of to-day is superior to that of the past. Recently the records of an arithmetic test given in the schools of Springfield, Mass., in 1845, have been discovered. The same test was given last year to pupils of corresponding age in the schools of Springfield, with results much superior to those of the earlier date. The published results have attracted wide attention, and the same test has been applied in the schools

of different cities in our country. So far as the results have been published, they go to prove that in grasp of conditions and in accuracy of ciphering the pupils of to-day show better teaching than those of 1845.

*Teachers.* — There is still a considerable number of teachers who have had no professional preparation for their work, but very few who have not had such education as the high schools furnish. Most teachers are selected because of their fitness to teach, as proved by experience or probably because of education and training. Whenever the choice is left to the local superintendent, he chooses the best he can get, or the one who he thinks is the best. His judgment may be at fault, but he means to do right. Where the local committee retain the power of selection, it is usually because they want to employ residents of the town, and they fear the superintendent will go outside. It is in these towns that the weakest teachers are found.

Massachusetts is about the only State that does not require a State certificate as a consideration of ability to teach. Some people believe that such a requirement would improve the teaching force of this State. Several things need to be considered in connection with such a proposition: —

First, that Massachusetts is the only State in which high school opportunities are offered and enjoyed by the young people of every town, so that no persons are likely to be employed without the culture which a high school affords.

Second, that in no other State are all the teachers under close professional supervision, by means of which the weaker teachers are subjected to constant oversight, are urged to effort by constant friendly stimulation, and may receive help at any time from an expert.

These facts should be taken into consideration in any discussion of the question of State examinations and State certificates.

There are other elements in the question. It is well known that the number of properly qualified teachers is not equal to the demand, — that is, teachers for the schools of the larger cities. The work in these schools is growing more difficult. The classes are very large, and the difficulties of control and

of securing attention through interest seem to be increasing. The supervision is growing more exacting, and the systematizing process makes large demands upon the time and strength of teachers in the elaboration of records. It must be confessed that teaching in a city graded school as a business presents less attractions than do other forms of business to those who are thinking chiefly of salary, and less attractions than do other forms of philanthropy to those who have a missionary spirit. Whether State examinations and certificates would make this work more attractive and create a large supply of suitable teachers, is one of the questions to be asked.

Turning to the rural schools, where now are most of the teachers without professional training, the wage question is to be considered. There are in the State 207 towns where the average annual income for teaching is less than \$400; 32 towns where the income is less than \$300. How high a standard of professional qualifications does \$300 pay for, or \$400? How much culture and character and personality does the same amount of money pay for in domestic service or in stores and factories? These questions also are to be considered in discussing examinations and certificates. Should the standards set fit the salaries, or would higher standards tend to raise salaries? Certainly now in city and country schools alike the salaries are out of proportion to the demands.

How far the present tendency in the large cities to increase the demands upon teachers and to subject them to supervision which is in the nature of surveillance, and to substitute for personal and friendly stimulation and help the mechanical pressure of examinations, — how far this tendency is responsible for the disinclination of scholarly men and women to take up public school teaching, especially grade teaching, is a matter worth considering.

#### THE OLD VIEW POINT.

A close study of the growth of the school system to its present proportions shows that the change has consisted in expansion and specialization, and not in the discovery of any new principle or the selection of any new view point.

The schools are larger and more numerous, because there are

more children to be schooled. They are more expensive, because there is more money to spend. There are more subjects in the curriculum, and each subject is exhaustively amplified, because children can go to school more years and more months in the year.

The purpose in it all is the same, namely, the diffusion of learning. It has come down from the Renaissance. It covered England with endowed grammar schools before the Puritan emigration. It came over in the ships with the first settlers. It founded Harvard College and the early Latin schools, and inspired the earliest school legislation of 1647. It appeared with renewed vigor in the great school law of 1789, and it has pervaded all school legislation since.

Education has been deemed to consist in imparting and acquiring a body of knowledge. The acquisition of knowledge has been deemed to have some occult virtue, by means of which a child — any child, every child — might grow into usefulness as a member of the community. In the process of acquiring knowledge and in proportion to the knowledge acquired, the power latent in the child develops into maturity. Children being supposed to be in the main alike, the same body of knowledge must be efficacious for all. Only given time enough and skill enough in imparting, and all the children would come out of the schools educated, — *fit for life*, as the phrase has been. The axiom has been, "More time, more knowledge; more knowledge, more power."

With this ideal always before them, — every child schooled in all the learning of the time, — the people have gone steadily on multiplying school facilities, extending the school age and the school year and compelling school attendance. And, because the view point has always been the same, the courses of study are everywhere substantially alike.

The trouble with this traditional view point was that it disclosed only partial truth. The range of vision which it afforded was too narrow, and some things were seen distorted. It failed to show the part which experience plays in education, in discovering power and developing it. In other words, it failed to show the influence of living in fitting for life.

The men and women who lived during the two or three



generations preceding the expansion of the last seventy years were wholly unconscious of the part they were themselves playing in the education of their own children. They gave all the schooling they could afford to give, and wished it were more. But more and better than schooling was the example of their own piety, and industry, and frugality, and business enterprise, and patient endurance, and patriotic devotion. And far broader and more effective in developing power than the little schooling of the past or the much schooling of the present was the life in the open which all the children lived, and their share in the common productive industry of the family. Throughout all this early period the children were in closest touch with the social, industrial, commercial, political, military and religious life of the time. All the avenues of the mind were open, and experiences of all sorts were crowding each other for entrance. Knowledge so gained was power.

#### SOME MODERN VIEW POINTS.

Because the results of the increasing schooling have not been wholly satisfactory, some people have been forced to the conclusion that the old view point is no longer tenable. They think they have discovered that the education of a child is a more difficult process than had been supposed, more complex and many-sided; and, as a result of much serious thinking by a good many people, several new view points have been suggested.

*The Child as a View Point.* — Refusing to look at education as the imparting of a uniform body of knowledge to a body of uniform children, larger or smaller, by uniform methods in a uniform time, people are looking at children, and, seeing that they are not alike, are studying how to modify the system of education to make it more flexible and more adaptive. The physical condition of the child in school is demanding and receiving more thought than ever before as a modifying influence upon school work. Wherever physical inspection of school children has been undertaken, it has disclosed a prevalence of impaired vitality of bodily organs and functions sufficient to cause failure in much of the school work. Defective vision and hearing are common. Adenoid growths disturb the normal

bodily and mental activities of large numbers of school children. Defective teeth affect the nerves and impair the digestion of many. Skin diseases of various kinds annoy and irritate, and cases of a more serious nature — spinal curvature and tuberculosis — are sufficiently numerous to justify the most scrupulous care in examination and diagnosis.

Of the children examined by school physicians in New York City, large numbers have been found defective. Similar disclosures have been made by examinations in the schools of London and the continental cities. In all the large cities, also, numbers of children are found suffering from insufficient food or from food which fails to nourish. The schools everywhere contain the victims of poverty, intemperance and other social vices, crowded and unsanitary houses and parental ignorance and neglect.

Differences in mental capacity are as marked as differences in physical conditions, and are beginning to receive attention.

Various attempts have been made to bring the children and the prescribed course of study into closer harmony. Recognizing in a general way a broad division of children into the quick and the slow, or the brighter and the dull, the time limits of the course of study have been modified to fit these two classes. While the distance to be travelled and the route have remained the same, two trains have been run, — one "express," and the other "accommodation," with more frequent stops. In some cases more than two trains have been run. Another device has been to keep the time the same for all, but to furnish assistance for the slower pupils, putting on two engines instead of one.

In the use of all these devices the course of study has been considered sacred, and the effort has been to fit the children to the course. The view point is really the old one.

A further step is taken in some schools by segregating the children of low mental capacity and forming a class of so-called backward children, and allowing them to take so much and such parts of the course of study as may be found practicable. The widest departure from the traditional policy is made in a few cities, where children who cannot be developed under the ordinary school conditions and by the ordinary

school methods are placed by themselves in groups of not more than 12 or 15, under a specially trained teacher, who deals with them as individuals, and uses such means, manual or mental, as she finds best adapted to their peculiar needs. There is already evidence that such work should be much more general than is now the case. It is to be hoped that the newly established medical inspection in this State will discover the children who need this special treatment, and that they will not be allowed to continue in the regular classes, a hindrance to others and gaining no benefit themselves.

The law of 1905, prohibiting the employment of illiterate minors between fourteen and sixteen years of age, has brought to light several cases of children who have been in school regularly until they have reached the age of fourteen, and through a peculiarity of mental endowment have been unable to learn to read and write, while their power of imitation is well developed, and they can do some form of mechanical work well enough to be wholly or partially self-supporting.

From the new view point mental aptitudes are deemed worthy of attention in organizing a scheme of education. This underlies the so-called "elective courses."

A most significant phrase has been introduced into educational discussion, — "self-realization." It has in it the view that corresponding to every child there is another possible child which he may and should become; that every child is different from every other child; that his individuality is sacred; and that every facility should be afforded him to become his own new self, preserving his individuality through all the processes of growth. There is in this thought, too, the view that only along this way is there a possibility of attaining excellence, and that the world needs men and women who excel.

While a beginning has been made in the recognition of the individual needs of children and in some modification of school work to meet those needs, much remains to be done. So far as the children now in the schools are concerned, many of these differences have been discovered too late to be treated most successfully. Children have gone on year after year suffering from physical defects or from low mental capacity; time and strength of children and teachers have been wasted in trying to

accomplish the impossible, — fighting against nature; and the mental aptitudes of children have received little attention, while they have been forcing themselves to conform to requirements for which they have no inherent fitness. No business could prosper which took so little account of the material upon which it worked, and which carried on its problems regardless of differences.

Much prejudice and more inertia remain to be overcome before all the children will have a fair chance in a school system which professedly offers equal opportunities for all.

*Environment as a View Point.* — The conviction has forced itself upon thoughtful people everywhere that the conditions of modern city life interfere seriously with the healthy natural development of children, — so seriously as to make their education a matter of peculiar concern. The effect of overcrowding, of unsanitary conditions, of parental ignorance, to lower the vitality of the children, even where they do not engender actual physical and mental disease, has been referred to. It is the purpose of the medical inspection in the schools to discover these effects, and to devise means to overcome them.

But city conditions affect child life in a more subtle yet more profound and lasting way. This is especially true of boys. There is a familiar phrase used to explain the unconventional ways of boys, and to excuse their violations of social propriety or their infraction of law. To say that "Boys will be boys," cannot end discussion, — it only provokes to further inquiry. We may go further, and say, "Boys must be boys," if they are to grow in a healthy and natural way to be men. That which makes a boy a boy is an instinct to measure himself against external forces. It is the human instinct of self-protection, of self-preservation and race perpetuation. It is a primitive instinct. This is what being a boy means, and it is by being a boy that he becomes a man, — strong, active, fearless. He learns to handle himself and to measure his own powers. This is a part of his own education, and an essential part, more fundamental than the learning acquired in school.

With this normal process of development city conditions interfere. City ordinances are made on purpose to restrain him, and as he learns to evade them the net about him is woven more

and more closely. He is perpetually running up against law, until he comes to consider the officers of the law as his natural enemies, — as indeed they are, though not through any fault of their own. The effects of this restraint are manifold. Physically he is less sturdy than he ought to be, mentally he is less balanced, and morally he acquires distorted ideas of right and wrong, — seeing that to steal and to throw snowballs in the street subject him to the same treatment.

There is a growing conviction that the scheme of public education must in some way be broadened to include provision for the healthy physical development both of boys and girls. This would require playgrounds and gymnasiums, large and small, and adequate supervision and instruction. Some provision is now made at public expense, and private efforts are multiplying; but there can be no doubt that this necessity of growing boys and girls is a matter of public concern and of legitimate public support, — not as a charity, not as a fad or fancy, but as an imperative obligation.

On another side the conditions of modern city life are unfavorable. They offer few opportunities for that participation in simple and varied forms of industrial activity on which children thrive, and which is also an essential part of a complete education.

When the first report of the Board of Education was written, these natural means of education for mind and body were in full activity. Because they were so familiar, so fully a part of the every-day life, their educational value was overlooked. Because education through schools was scanty, its relative value was overestimated, and all the efforts for social improvement were directed to increasing and improving the schooling. When the time comes to write the seventieth report, the conditions have become reversed. We have schooling in abundance, and nothing else. Hence the necessity for a new view point.

An analysis of the earlier forms of home education may serve to show what they contributed, and may direct our thinking in planning for the present and the future.

The children became familiar with the regular processes of household life, — the care of the house, the preparation of food, the care of the children, the care of clothing. The girls,

and in many cases the boys, learned to sweep, dust, wash, iron, make and tend fires, cook, sew, mend, and to wash and dress the younger children. In more primitive times they learned to spin, weave and dye, to make butter and cheese, to cure meats and fish. Outside the house they learned the care of horses, cattle, pigs and poultry; the propagation and care of plants; tillage, planting and harvesting. They learned to do much construction and repair work on buildings and tools. They learned to do all these things by actual helping in the doing, according to their age and strength, beginning by merely running and carrying, and gradually taking on more responsibility.

In all this they learned the orderly processes of a great variety of industries. They learned the qualities and uses of materials and the use of tools. They saw the necessity of continuous industry, and, because money was scarce, they learned to practice those small economies which are the basis of frugality and thrift. They gained certain mental power with it all. They learned to see straight and quickly. They learned to see differences, and to compare. They learned to fit means to ends, and became ingenious and inventive. Judgment and common sense were developed. More important than all, they were forced to take a serious view of life, and to feel their obligation of service. There was a social element in it all that gave it its chief value. The children worked as members of the family in a co-operative way. They learned that where many worked together every little helped, and that only by mutual help could results be attained.

With such an equipment, it is easy to see how they might get on in life with scanty schooling, for they had all the essentials. Add reading, writing and ciphering, and the education was complete. Only the squire, the minister and the doctor needed more.

The problem now pressing for solution is, how to secure these essentials under modern city conditions. It cannot be done all at once; probably it cannot all be done.

All of this work was formerly done at home. To do it effectively now will require the interested and active co-operation of the home with the school. This is the first step to be taken. Through parents' meetings and parents' associations

and home visitation the parents may be brought to co-operate so far as to agree to teach their children the ordinary household duties, and to require their performance. The school should also teach these in a practical way. Cooking and sewing should be taught in all city schools, and taught with the ordinary household needs in view. With this should go instruction in other household duties.

If the care of the schoolhouse were entrusted to the pupils, they would learn valuable lessons, and the buildings would be better cared for. There is no part of the care of a modern school building which is beyond boys and girls of grammar school age, except perhaps the care of the boilers, for which an engineer is required; but the older boys could learn much from the engineer. They might learn to do small repairs, to mend a broken window or broken furniture and apparatus, or to pack a leaking faucet.

There is one school building in the State where a room has been fitted up in the basement for a class of backward pupils. As an experiment, the care of the room was given to them, and they were offered a small sum of money as pay for service. They eagerly accepted the offer, chose committees week by week to do the work, and used the class money to buy ornaments for the room. It is the best-kept room in the building, and the children have been stimulated to better work in their studies.

Through the co-operation of the home much has been learned by school children in the care and use of back yards. This has come about partly through the school garden work. The school garden is another wholly feasible means for the training of city children, and it has in it much educative value, if rightly conducted.

By a modification and extension of the manual training work, some of the old-time advantages may be gained. It needs to be connected in the thought of the pupils more closely with the needs of every-day life. The things made need to have an obvious use and a money value, and some of them should be the combined work of several pupils or of a whole class. They should be for home or school or class use.

All of this work, to be well done, would call for considerable modifications of existing practices.

First of all would be needed a simplification of existing courses of study. With such simplification would come spare time for the new work. It would probably be possible, in a forenoon session of four hours, say from 8.30 to 12.30, to do all of the academic work needed, and in the afternoon to do shop and garden work and drawing of a substantial and useful kind. Some of the morning work would be reinforced by the afternoon work. This would be especially true of the language work and the arithmetic.

These modifications may seem revolutionary, but they are not as revolutionary as the change by which the existing system has been built up. The effect would be to retain what of the present work is most useful, and to recover some of the former elements which have been lost. The process of recovery is likely to resemble the process by which the present system has become general, — in being gradual, tentative and local, and spreading through the united efforts of enlightened men and women.

A fuller treatment of the subject of environment is given in the paper contained in the Appendix to this report, entitled "What a City owes to its Boys."

*Vocation as a View Point.* — The justification which has been offered for devoting the first eighteen years of a child's life entirely to scholastic pursuits, ignoring wholly any specific future, has been that by the study of the subjects in the school curriculum general mental power might be acquired which could be turned to use in any specific calling. It has been claimed that this general power included potentially all specific powers, and was therefore of more value than any one specific power. This is the familiar doctrine of mental discipline on which the prevailing school courses rest.

The result of basing school work on this theory has been that pupils have been going through the elementary and high schools without specific preparation for any vocation, and late in life must begin at the beginning of whatever calling they enter.

This result was so unsatisfying that a demand arose for special training for the commercial pursuits of bookkeeping, typewriting and stenography. This was at first supplied by private enterprises in so-called commercial colleges. More recently technical vocational courses have been introduced into



most high schools. The demand is now that this work shall be extended so that provision may be made for other vocations. How to satisfy this demand without sacrificing the general cultural value of the old courses is the problem now before the State. Its solution seems to lie along the following lines:—

First, a modification of the elementary teaching, so that it shall lay a foundation for vocational life. For example, the arithmetic should find its motive in a desire to solve problems, dealing with actual life in the home, in the shop and on the farm, as well as in the store and counting-room. A part of the drawing should find its motive in the same problems, as should also the writing and the composition. That is, a problem in arithmetic should be more than an exercise in ciphering on imaginary conditions,—it should have in it vocational feeling, and not be merely a disciplinary exercise; it should be a walk to get somewhere, not merely a “constitutional.”

Recently I have seen a problem proposed to and worked out by a rural school in a neighborhood whose chief industry is box making. The work to be done was in answer to a letter in the following form, prepared by the superintendent:—

BOSTON, MASS., Jan. 1, 1906.

DEAR SIR:— Please give me the price, delivered in Boston, on 50,000 packing cases for sample tin sent, two dozen in case; ends  $\frac{5}{8}$  inch, sides  $\frac{5}{16}$  inch, Massachusetts white pine.

Very truly yours,

The children were to get the information as to cost of lumber, nails, carting, etc., by writing letters to persons in town; they were to work out the drawings, calculate the cost of making the boxes and reply to the letter. Careful directions were given by the superintendent as to the order of steps and as to the drawings to be made. The work involved arithmetic, drawing, construction and letter writing, and was well done by eighth-grade pupils.

Such work is wholly practicable in many schools, and might profitably replace much of the book work in arithmetic now prevalent.

Much work in reading, language, drawing, arithmetic and geography, and some in history, could easily be made to asso-

ciate itself with the local industries, with which the children are more or less familiar and into which many of them will enter on leaving school. Beyond this, various forms of constructive manual work are valuable as elements of the constructive industries which will form the vocations of many of the pupils. Elementary agriculture should be included in the work of the rural schools. If properly correlated, this would not take from the other studies, but would make them all more fruitful because making them less abstract.

The high school work may be modified to meet vocational ends without lessening its cultural value. The classical course is now vocational, in that it leads directly to college, in preparation for the professions of law, medicine and divinity. It is the most substantial course, and carries with it the most social prestige. It is regarded as peculiarly a scholar's course. Many high schools do, and all should, offer a course less classical and more scientific, leading through the normal schools to the vocation of teaching. There is no reason why any one of the following courses might not be made equally substantial, scholarly, dignified and honorable:—

1. A business or commercial course, including commercial arithmetic and geography and commercial law; economics; the French, German or Spanish language; bookkeeping, typewriting and stenography; and the principles of secretarial work.

2. A mechanic arts course, including algebra, geometry, trigonometry and surveying; physics and chemistry, including photography; the French or German language; mechanical drawing; and shop work in wood and metal.

3. An arts and crafts course (for girls), including geometry, drawing and design; the French or German language; botany; and work in wood, metal, leather and clay.

4. A domestic science course (for girls), including chemistry; biology; drawing and design; physiology and hygiene; household sanitation and household economics; and sewing and cooking.

5. A music course, including the French, German and Italian languages; theory of music; piano-forte practice; vocal or instrumental practice. English and history should be included in all these courses.

6. In rural high schools a course in agriculture should be offered, including mathematics; physics and chemistry; botany, zoölogy and economics; with garden or farm practice, and leading to the agricultural college.

Should it not be found practicable to offer several of these courses in one school, it would seem feasible to offer different courses in neighboring high schools, and meet the needs of several towns by exchange of pupils.

All the studies now relied on for general culture would find a place in the new courses. They would cease to be unrelated and abstract, leading nowhere in particular, but would instead acquire sequential and practical relations, and might be expected to acquire new interest because opening a path to a specific calling.

#### TRADE SCHOOLS.

The report of the Commission on Industrial and Technical Education in 1905 showed clearly that many people throughout the State are looking at education from this new vocational view point, and are hoping that existing means of education may be supplemented by schools for teaching the principles of specific trades.

The law of 1872, authorizing school committees to establish industrial schools, opened a way which the municipalities have not yet chosen to travel, but which must be entered upon if the State is to meet its obligations to its youth under modern conditions.

Where the industries of a community are diversified, a school could be organized, taking children at fourteen years of age and giving them a course of study which should include the fundamental elements of all mechanical industries. Two years spent in such a school would take the place of the two years now spent by thousands of boys and girls in unskilled occupations, — two years which the commission declared and showed by conclusive statistics to be "practically waste years."

In towns in which a single industry predominates, a school could be maintained in which such preparatory work could be done as would enable a boy or girl on leaving school to enter the industry with advanced standing and higher pay.

In a town whose chief industry is furniture-making, for ex-

ample, such a course could be carried on in connection with the high school. It should include drawing and design, embracing historic periods in furniture, shop work in cabinet making, the study of such materials as woods and upholstery and decorative stuffs, with such parts of the cultural and business courses as would constitute a complete and well-rounded course. Students in neighboring towns would find in such a course the education which would doubtless prove attractive. The interests of employers and employed would both be served, and the results would justify the new departure.

The same is true of the towns where the manufacture of jewelry employs so large a proportion of the people as to promise great usefulness in a special course in the high school. There is every reason to believe that, should such courses once be established anywhere, an impetus would be given to vocational training which would place the State far in advance of its present position as a producer of fine goods, while it would not suffer as a home and nursery for intellectual culture.

#### INDEPENDENT INDUSTRIAL SCHOOLS.

The foregoing suggestions apply especially to the public schools as they now exist, — elementary and secondary. The Commission on Technical and Industrial Education, appointed by Governor Douglas in 1905, in its report to the Legislature in 1906 recommended the establishment by law of a new commission to promote the establishment of industrial and technical schools separately from the existing schools and under the direction and control of the commission. It was the intention of the first commission that the existing schools should remain under the control of the local school committees and the oversight of the Board of Education, so that the two systems should be distinct but co-operative. In accordance with this recommendation the following act was passed in 1906: —

#### ACTS OF 1906, CHAPTER 505.

##### AN ACT TO ESTABLISH THE COMMISSION ON INDUSTRIAL EDUCATION.

SECTION 1. The governor, by and with the consent of the council, shall appoint a commission of five persons, to be known as the Commission on Industrial Education, to serve for the term of three years, and to receive such compensation as the governor and

council shall approve. The said commission on its organization shall appoint a secretary to be its executive officer, who shall not be a member of the commission, and who shall receive such salary as shall be approved by the governor and council, and the commission may employ supervisors, experts in industrial and technical education, and such clerical and other service as may be found necessary. The necessary expenses of the commission, including clerk hire, travelling expenses, stationery and all other incidental expenses, shall be paid out of the treasury of the Commonwealth, as may be provided by law, but shall not exceed the sum of eight thousand dollars for the remainder of the present fiscal year.

SECTION 2. The commission on industrial education shall be charged with the duty of extending the investigation of methods of industrial training and of local needs, and it shall advise and aid in the introduction of industrial education in the independent schools, as hereinafter provided; and it shall provide for lectures on the importance of industrial education and kindred subjects, and visit and report upon all special schools in which such education is carried on. It may initiate and superintend the establishment and maintenance of industrial schools for boys and girls in various centres of the Commonwealth, with the co-operation and consent of the municipality involved or the municipalities constituent of any district to be formed by the union of towns and cities as hereinafter provided. The commission shall have all necessary powers in the conduct and maintenance of industrial schools, and money appropriated by the state and municipality for their maintenance shall be expended under its direction.

SECTION 3. All cities and towns may provide independent industrial schools for instruction in the principles of agriculture and the domestic and mechanic arts, but attendance upon such schools of children under fourteen years of age shall not take the place of attendance upon public schools as required by law. In addition to these industrial schools, cities and towns may provide for evening courses for persons already employed in trades, and they may also provide, in the industrial schools and evening schools herein authorized, for the instruction in part-time classes of children between the ages of fourteen and eighteen years who may be employed during the remainder of the day, to the end that instruction in the principles and the practice of the arts may go on together: *provided*, that the independent schools authorized in this section shall be approved as to location, courses and methods of instruction by the commission on industrial education.

SECTION 4. Two or more cities or towns may unite as a district for the maintenance of the industrial schools provided for in the preceding section, but no such district shall be created without the approval of the commission on industrial education.

SECTION 5. Whenever any city or town or any district, as provided in the preceding section, shall appropriate money for the establishment and equipment and maintenance of independent schools for industrial training, the Commonwealth, in order to aid in the maintenance of such schools, shall pay annually from the treasury to such cities, towns, or districts a sum proportionate to the amount raised by local taxation and expended for the support of schools for each thousand dollars of valuation, as follows: cities and towns expending more than five dollars for each thousand of valuation for the support of public schools to be reimbursed by the Commonwealth to the amount of one half, those raising and expending between four and five dollars per thousand to the amount of one third, and those raising and expending less than four dollars per thousand to the amount of one fifth, of the cost of maintaining industrial schools: *provided*, that no payment to any city or town shall be made except by special appropriation by the legislature.

SECTION 6. The commission on industrial education shall make a report annually to the legislature relative to the condition and progress of industrial education during the year, stating what industrial schools have been established and the appropriations necessary for their maintenance, in accordance with the preceding section, and making such recommendations as the commission on industrial education may deem advisable; and especially shall the commission consider and report at an early day upon the advisability of establishing one or more technical schools or industrial colleges, providing for a three or four years' course for extended training in the working principles of the larger industries of the Commonwealth.

SECTION 7. The trustees of the Massachusetts Agricultural College are hereby authorized to establish a normal department for the purpose of giving instruction in the elements of agriculture to persons desiring to teach such elements in the public schools, as provided in sections three and four: *provided*, that the cost of such department shall not exceed the sum of five thousand dollars in any one year, and that at least fifteen candidates present themselves for such instruction.

SECTION 8. Section ten of chapter forty-two of the Revised Laws, and all acts and parts of acts inconsistent with this act, are hereby repealed. [*Approved June 21, 1906.*]

#### WAGES OF TEACHERS.

That the compensation of public school teachers is small compared with the earnings of persons engaged in other occupations, and that the rate of increase in recent years has not

kept pace with the increase in the cost of living, are facts that are attracting public attention throughout the country.

Several important reports on the subject have been published. In 1905 a committee of the National Educational Association published an elaborate report on "Salaries, Tenure and Pensions of Public School Teachers in the United States." In 1904 the results of a most thorough investigation of the subject in Indiana was presented to the Indiana State Teachers' Association in the form of a "Report of a Committee on Taxation and Teachers' Salaries." This report was published in 1905. In October, 1906, a report was presented to the Middlesex County Teachers' Association by a committee appointed in 1905 to investigate the conditions with respect to salaries of teachers in Middlesex County. This report is so illuminating as to existing conditions in Massachusetts that the main facts and conclusions are presented here, through the courtesy of the committee:—

#### TEACHERS' SALARIES IN MIDDLESEX COUNTY.

The investigation sought to determine:—

*First.*—Whether or not during the last ten years the prevailing tendency in the salaries of the grade teachers in the county has been upward.

*Second.*—Whether or not during the same period the necessary living expenses of teachers in the county have advanced.

*Third.*—Whether or not, if the living expenses of teachers have advanced, salaries have advanced correspondingly.

Data bearing upon these points have been secured from 22 communities in all, including the 11 cities of the county and a corresponding number of typical towns.

The following facts were determined by the inquiry:—

	Per Cent.
Average increase in salary maxima for the 11 cities during the last ten years, . . . . .	9.6
Average increase in cost of living for teachers for the 11 cities during the last ten years, . . . . .	19.6
Average increase in salary maxima for the 11 towns during the last ten years, . . . . .	12.3
Average increase in cost of living for teachers for the 11 towns during the last ten years, . . . . .	18.9
Average increase in salary maxima for the 22 communities during the last ten years, . . . . .	10.8
Average increase in cost of living for teachers for the 22 communities during the last ten years, . . . . .	19.3

On these facts the committee comments as follows:—

It appears to be established, from the foregoing data: (1) that the prevailing tendency in respect to the salaries of grade teachers during the past ten years in the county has been upward; (2) that the same is true with respect to the living expenses of teachers; and (3) that the rate of advance in salaries has not kept pace with the increase in cost of living.

In studying the figures given in the foregoing table, it should be borne in mind that, as a rule, the maximum salaries are not reached until a teacher has served in the city for a period covering from three to six years; and that consequently many teachers, perhaps the majority, are not now receiving the salaries here indicated. In one city at least the maximum can be received only after the teacher has pursued a course of professional study approved by the superintendent of schools, and has thoroughly demonstrated her superior skill as a teacher. It would be misleading, therefore, to assume that all teachers in the communities mentioned are actually receiving salaries as high as the indicated maxima.

In view of the fact that the average cost of living for teachers in the communities studied has increased 19.3 per cent. during the last ten years, while the increase in salaries has been only 10.8 per cent., the inadequacy of the present compensation of teachers becomes painfully apparent.

The committee offers certain considerations pertinent to the subject:—

*1. The Relation of the Teacher's Salary to the Requirements of Her Position.*

To compare the pay of teachers with the remuneration in other fields of labor hardly affords a satisfactory basis for judgment on this question; nevertheless, for the benefit of those who are interested in such comparison, it may be said that useful data may be found in the nineteenth annual report of the Commissioner of Labor in the United States, in which it is shown, by statistics from 48 cities in different parts of the country, that, if 50 weeks be assumed as the basis of a year's work, the earnings of unskilled laborers on streets and sewers in all except Chicago, Ill., Columbus, Ga., Meridian, Miss., and Washington, D. C., exceeded the minimum yearly salary of grade teachers in those cities.

In spite of the difficulties in the way of securing reliable data for comparison upon this point, your committee believes that the prevailing salaries of grade teachers to-day are not commensurate with the requirements made upon them in the way of professional equipment and standards of living.

The better class of positions at the present time, at least in the area covered by this report, are open only to those who have had



reasonably broad academic preparation, supplemented by a full course in the normal school and some successful experience in teaching. Not only are the higher standards that are justly being set by school officials in these respects compelling the would-be teachers to a larger expenditure of time and money than formerly was required in preparation, but also they are compelling those who now are in the ranks to take up special courses of study in order to be eligible for advancement.

Again, the advancement in the social standards of living in general during recent years, as the natural result of the great prosperity in the business world, has operated to put upon teachers the necessity for greater expenditure in the way of dress and social requirements. This comes about because, necessarily, from the social sphere in which teachers are expected to move and in which they should move, they must be governed in their expenditures to a greater or less extent by the example of those whose incomes in a great many cases are not only more generous, but also respond more quickly to more prosperous business conditions.

## *2. The Relation of Salaries to the Character of the Teaching Corps.*

The importance of a high standard of personality and professional efficiency in the public school teaching corps is so well understood that it needs no discussion.

In this connection, however, it should be noted that, owing to the increasing opportunities for women to earn in other lines of effort as much if not more with less expenditure of energy than they can in teaching, there is grave danger that ultimately the character of the teaching force in our schools will suffer unless a higher standard of salaries can be secured for teachers.

Low salaries for teachers, if maintained in face of general prosperity in the business world, mean certain inevitable results:—

*First.*—Although school boards may require complete professional training on the part of those whom they employ, the character of those who take up the work of teaching will gradually deteriorate, because many of the brightest and strongest personalities will prefer other fields of labor in which the remuneration is greater. Already complaint is being made quite generally that it is becoming increasingly more difficult to secure the type of teacher wanted for the average salary paid.

*Second.*—Low salaries mean shorter periods of service by first-class teachers.

*Third.*—A prevailing low rate of wage means less ambition on the part of the teachers and less opportunity for professional growth while in service,—a fact that operates distinctly against the best results in our schools.

A reasonably high standard of salaries, therefore, is even more important to the public than it is to teachers themselves.

### 3. *Difficulties in the Way of Higher Salaries.*

It is the opinion of your committee that one of the chief obstacles to adequate financial compensation for teachers lies in the lack of appreciation on the part of the public: (a) that the most vital interests at stake in a community are those involved in public education; (b) that the best results in this field can be secured only by employing first-class teachers, and making their tenure as permanent as possible; and (c) that first-class teaching talent and permanency of service on the part of the teachers cannot be secured unless reasonably high salaries are paid.

If these conclusions be sound, it would appear that school officials can hardly do a greater service for the cause of public education than to labor systematically to educate the people along these lines, until they shall come to believe that it is neither wise economy, nor is it morally right so far as the interests of the child are concerned, to maintain a rate of wages for teachers that is less than will enable the best results to be secured in the schools.

The present burden of taxation in our municipalities is unquestionably heavy, and naturally the people are slow to assume added burdens in this line; but the public places a high valuation upon its public schools, and when it is made clear to the people that the teachers in those schools are *really underpaid*, there is little doubt that the money can be secured to meet the demands for higher salaries.

Campaigns of education along this line are the primary need; but the application of anything that savors of the trade-unionism idea, in an endeavor to force adequate compensation for teachers, as is advocated in some quarters, is thoroughly unwise, because such action is calculated in the long run to alienate the naturally sympathetic disposition of the public towards teachers as a class.

Another obstacle to more rapid advance in salaries of teachers is found in the inferior teacher herself, who too frequently is unwilling to see her fellow-worker receive an increase in salary unless she too is similarly increased.

Nothing is clearer than that teachers differ widely in their efficiency and in their professional spirit. Because boards of education recognize this fact, there is a natural feeling that they are not able to pay teachers universally as high a salary as would be possible in the case of those whose work is especially meritorious.

Your committee believes that it would tend to increase the possibility of a higher average wage for teachers if some form of merit recognition should be incorporated into the arrangement of

salary schedules for teachers; because, on the one hand, such a plan would make it easier for first-class teachers to secure adequate compensation; and, on the other hand, it would tend to spur inferior teachers to extra professional efforts in order to render themselves eligible for an advance in pay.

#### WAGES IN MASSACHUSETTS.

While the wages of teachers have risen throughout the State, the increase has been very unequal, as shown in the following table. It should be borne in mind that the Massachusetts statistics include teachers in high schools as well as those in the grades. A considerable part of the average increase reported is due to the large increase in the number of high school teachers.

Average increase in the monthly wages of female teachers from 1895 to 1905, arranged by counties:—

Barnstable, . . . .	\$5 04	Hampshire, . . . .	\$6 69
Berkshire, . . . .	10 38	Middlesex, . . . .	5 80
Bristol, . . . .	10 84	Nantucket, . . . .	4 03
Dukes, . . . .	10 80	Norfolk, . . . .	7 24
Essex, . . . .	8 83	Plymouth, . . . .	10 34
Franklin, . . . .	7 84	Suffolk, . . . .	1 12 <sup>1</sup>
Hampden, . . . .	5 75	Worcester, . . . .	7 24

Percentage of increase in the monthly wages of female teachers from 1895 to 1905, arranged by counties:—

Barnstable, . . . .	13.4	Hampshire, . . . .	19.
Berkshire, . . . .	28.	Middlesex, . . . .	10.5
Bristol, . . . .	23.	Nantucket, . . . .	12.4
Dukes, . . . .	32.	Norfolk, . . . .	14.6
Essex, . . . .	.078	Plymouth, . . . .	25.4
Franklin, . . . .	24.	Suffolk, . . . .	.015 <sup>2</sup>
Hampden, . . . .	11.8	Worcester, . . . .	16.

The increased amount of State aid afforded by the distribution of the whole instead of one half of the income of the school fund accounts for a considerable part of the increase in Berkshire, Dukes and Franklin counties. As the chief end in view in increasing the State aid was to enable the poorer towns to obtain better teachers, and the only effective means of doing this is by paying higher wages, towns which have not

<sup>1</sup> Decrease. (Boston decrease \$1.42.)

<sup>2</sup> Decrease.

used their school fund money for this purpose are defeating the end of the beneficent legislation of 1903, and ought not to receive further aid.

In the general discussion of the subject of teachers' wages, the question has arisen whether the State should by law fix a minimum wage. Several States have already done this. In Ohio, in 1906, an act was passed making \$40 a month a minimum wage. Were such a minimum fixed by law in Massachusetts, it would affect 121 towns, in which the wages range from \$27 to \$39.

But any comparison of monthly wages is deceptive, unless the number of months which the schools keep is also taken into account.

In Ohio the minimum school year is 32 weeks, the same as in Massachusetts. This makes a minimum annual increase of \$320.

Were the length of the minimum school year to remain the same in Massachusetts, and a minimum wage of \$40 to be fixed, it would affect 64 towns, in which the annual increase is now less than \$320. There are 57 towns which are paying less than \$40 a month, in which the school year is sufficiently in excess of 32 weeks to bring the annual income of the teachers above \$320. Massachusetts ought not to be satisfied with a minimum wage of less than \$40 and a minimum year of less than 32 weeks.

Whether a compulsory law is the best way to secure this higher standard in Massachusetts may be questioned. To a larger extent than in most other States Massachusetts has depended upon an enlightened public sentiment to bring about desirable results in the conduct of school affairs. In the towns now paying the lowest salaries there is a willingness but not the ability to pay more. These towns are now depending largely upon State aid. Should their financial burden be increased by legislation as to salaries, other necessary expenditures would be cut down, or the State would need to increase its aid.

The regulation of wages by law has not in recent times been considered to be in accordance with sound principles of economics, and there is grave doubt whether it would not occasion evils greater than it cures. So long as in the absence of State

examination and certification any person can teach school in Massachusetts who can secure the votes of a majority of a local school committee, a compulsory wage law would not necessarily secure better teachers, — it would only make the spoils to be contended for more attractive.

#### REGISTRATION OF TEACHERS.

The same practical difficulties in the way of bringing together those seeking employment and those who desire to employ exist in the case of teachers as in other forms of labor.

The private agencies which have undertaken to do this work have increased in number and in competing energy. They have served a necessary purpose, and in the main have fully justified their existence. But the burden upon the teachers has been in many cases a heavy one, especially since the cost of living has left so small a margin between their income and their necessary expenses.

The establishment of an employment bureau by the Board of Education has often been discussed, but the Board has never had the means to develop the business as the private agencies have developed it. The Legislature has finally taken the initial step by the passage of the following act: —

#### ACTS OF 1906, CHAPTER 399.

##### AN ACT RELATIVE TO THE EMPLOYMENT OF PUBLIC SCHOOL TEACHERS THROUGH THE STATE BOARD OF EDUCATION.

SECTION 1. Any person desiring to teach in the public schools of this Commonwealth may, on payment of a fee of two dollars, file with the state board of education an application in writing stating the kind and grade of the school desired and the experience and training of the applicant, and may file with such application any evidence of the applicant's character and qualifications.

SECTION 2. It shall be the duty of the board to receive such applications, to make lists of the same arranged for convenient reference, and on request of superintendents of schools and school committees of cities and towns to furnish all reasonable information about such applicants. The board may make reasonable rules and regulations relating to the filing of applications and the giving of information as above provided.

SECTION 3. This act shall take effect upon its passage. [*Approved May 21, 1906.*]

Under the provisions of this act the Board has opened a registry. It was not to be expected that the work would develop rapidly. Both teachers and superintendents, having been accustomed to depend upon private bureaus, would naturally hesitate before trusting their interests to an untried agency. Since the work has been undertaken by the Board, 27 persons have applied for registration as teachers. Applications for teachers have been received from a few superintendents, and names have been furnished.

The registration fee of two dollars, which is imperative under the terms of the law, appears to serve no useful purpose. There seems no good reason why the registration of teachers should not be as free as that of other persons in the newly established State employment offices. I recommend that the law be amended by striking out the registration fee.

Should the business develop, it will be necessary in time to increase the office force of the Board of Education, which is already heavily taxed by other recent enactments.

#### TENURE OF OFFICE OF TEACHERS.

It appears from the returns of 1905-06 that the following 82 cities and towns, containing 5,535 teachers, have availed themselves of the provisions of the law of 1886, and have elected their teachers to serve during the pleasure of the committee, — that is, they have given up the annual election: —

Acton,	Dracut,	Hudson,
Agawam,	Duxbury,	Lanesborough,
Ashland,	East Bridgewater,	Lexington,
Ayer,	Egremont,	Lowell,
Belmont,	Fall River,	Marion,
Berkley,	Foxborough,	Mashpee,
Beverly,	Gay Head,	Medford,
Blackstone,	Gosnold,	Melrose,
Boston,	Grafton,	Middlefield,
Bridgewater,	Hampden,	Middleton,
Brookfield,	Hancock,	Nahant,
Chatham,	Harwich,	New Bedford,
Chelsea,	Hinsdale,	New Braintree,
Chesterfield,	Holyoke,	Newton,
Clarksburg,	Hopedale,	Northbridge,
Concord,	Hopkinton,	Norwell,

Norwood,	Stockbridge,	Wenham,
Orleans,	Stow,	Wellesley,
Paxton,	Sturbridge,	West Bridgewater,
Plainville,	Swampscott,	West Brookfield,
Plymouth,	Swansea,	Westford,
Prescott,	Tewksbury,	Westhampton,
Quincy,	Tyngsborough,	Wilbraham,
Raynham,	Tyringham,	Williamsburg,
Revere,	Waltham,	Woburn,
Richmond,	Wareham,	Worthington,
Royalston,	Wendell,	Wrentham.
Savoy,		

Twenty-four of the above towns were not in the list last year. Seventeen that were in the list last year are not in the list this year, 11 of these apparently having returned to the annual election. Twenty-seven towns gave no answer to the question.

#### MEDICAL INSPECTION IN THE PUBLIC SCHOOLS.

In the history of education in Massachusetts most measures of reform have been obliged to overcome long-continued opposition, and have only become embodied in the law after repeated trial and defeat. To this customary experience the movement to secure the physical inspection of all school children has proved a gratifying exception. The bill requiring the appointment of school physicians in each town and city, and making annual examinations of all the children compulsory, passed the Legislature with little opposition, having behind it a powerful public sentiment and strong professional support. The bill is as follows:—

#### ACTS OF 1906, CHAPTER 502.

##### AN ACT RELATIVE TO THE APPOINTMENT OF SCHOOL PHYSICIANS.

SECTION 1. The school committee of every city and town in the Commonwealth shall appoint one or more school physicians, shall assign one to each public school within its city or town, and shall provide them with all proper facilities for the performance of their duties as prescribed in this act: *provided, however*, that in cities wherein the board of health is already maintaining or shall hereafter maintain substantially such medical inspection as this act requires, the board of health shall appoint and assign the school physician.

SECTION 2. Every school physician shall make a prompt examination and diagnosis of all children referred to him as hereinafter provided, and such further examination of teachers, janitors and school buildings as in his opinion the protection of the health of the pupils may require.

SECTION 3. The school committee shall cause to be referred to a school physician for examination and diagnosis every child returning to school without a certificate from the board of health after absence on account of illness or from unknown cause; and every child in the schools under its jurisdiction who shows signs of being in ill health or of suffering from infectious or contagious disease, unless he is at once excluded from school by the teacher; except that in the case of schools in remote and isolated situations the school committee may make such other arrangements as may best carry out the purposes of this act.

SECTION 4. The school committee shall cause notice of the disease or defects, if any, from which any child is found to be suffering to be sent to his parent or guardian. Whenever a child shows symptoms of smallpox, scarlet fever, measles, chickenpox, tuberculosis, diphtheria or influenza, tonsillitis, whooping cough, mumps, scabies or trachoma, he shall be sent home immediately, or as soon as safe and proper conveyance can be found, and the board of health shall at once be notified.

SECTION 5. The school committee of every city and town shall cause every child in the public schools to be separately and carefully tested and examined at least once in every school year to ascertain whether he is suffering from defective sight or hearing or from any other disability or defect tending to prevent his receiving the full benefit of his school work, or requiring a modification of the school work in order to prevent injury to the child or to secure the best educational results. The tests of sight and hearing shall be made by teachers. The committee shall cause notice of any defect or disability requiring treatment to be sent to the parent or guardian of the child, and shall require a physical record of each child to be kept in such form as the state board of education shall prescribe.

SECTION 6. The state board of health shall prescribe the directions for tests of sight and hearing and the state board of education shall, after consultation with the state board of health, prescribe and furnish to school committees suitable rules of instruction, test-cards, blanks, record books and other useful appliances for carrying out the purposes of this act, and shall provide for pupils in the normal schools instruction and practice in the best methods of testing the sight and hearing of children. The state board of education may expend during the year nineteen hundred and six a sum



not greater than fifteen hundred dollars, and annually thereafter a sum not greater than five hundred dollars for the purpose of supplying the material required by this act.

SECTION 7. The expense which a city or town may incur by virtue of the authority herein vested in the school committee or board of health, as the case may be, shall not exceed the amount appropriated for that purpose in cities by the city council and in towns by a town meeting. The appropriation shall precede any expenditure or any indebtedness which may be incurred under this act, and the sum appropriated shall be deemed a sufficient appropriation in the municipality where it is made. Such appropriation need not specify to what section of the act it shall apply, and may be voted as a total appropriation to be applied in carrying out the purposes of the act.

SECTION 8. This act shall take effect on the first day of September in the year nineteen hundred and six. [*Approved June 20, 1906.*]

It will be seen that the bill aims to accomplish two purposes which are quite distinct. First, it utilizes the services of the school physicians to discover incipient cases of infectious disease, and by removal from school prevent the disease from becoming epidemic. This is in the interest of the public health, and is an extension of the work which has been done by local boards of health. The second purpose of the law, much more fundamental in its character and likely to be more far-reaching in its influence, is expressed in the phrase in section five:—

to ascertain whether he is suffering from defective sight or hearing or from any other disability or defect tending to prevent his receiving the full benefit of his school work, or requiring a modification of the school work in order to prevent injury to the child or to secure the best educational results.

Wherever there is any considerable number of newly arrived immigrants, and the congestion of population has brought unsanitary personal and home and neighborhood conditions, there are found in the schools considerable numbers of children suffering from some of the many ailments by which childhood is rendered unhappy and proper development hindered. Among these ailments found by visiting physicians are the following (I quote from a letter from one of the school physicians of Boston):—

1. Skin conditions causing annoying symptoms, like itching or soreness, or such unsightliness as to make them avoided by other pupils. Favus, ringworm of scalp, eczema, severe chapping of face or hands, severe impetigo, abscesses or boils, — all of these I have noticed, and they are real though temporary disabilities.

2. Physical deformities, as bow legs and other bowing of leg due to early rickets, seem mostly in foreigners, and so severe at times as to be real defects and disabilities requiring severe surgical procedures.

3. Adenoids and large tonsils, when severe, are marked disabilities. The nasty chronic nasal discharge, hoarse voice and poor mental condition are frequently seen in these adenoid conditions.

4. Mental defects, from simple dulness to idiocy.

5. Disabilities which prevent a child getting the most out of school life may be due to home conditions, as late hours, unsuitable food, or work which fatigues the child beyond the recuperating stage.

The law requires that parents be notified of any defects which require the services of a physician. The weakest part of the system for ameliorating the physical disabilities of the children lies at this point. The law does not compel the parent to seek the medical advice which the case demands. The whole process may be and in many cases is arrested at this point.

In the absence of law, some closer affiliation between the school and the home needs to be established. In most cases this must be the work of the teachers. If the establishment of such a co-operative relation should become general, it would be the most beneficial effect of the law. Before it can become general, however, three ameliorations of teaching conditions must be made: the classes must be smaller; the courses of study must be simplified; and the machinery of school-keeping, in the form of expenditures and records, must be reduced.

#### ERRATUM.

On page 113, 9th line from bottom, for "expenditures" read "examinations."

Boston four nurses are employed by private associations in districts where newly arrived immigrants are most numerous.

From a report of one of the nurses the following facts are gathered, which show the scope of the work.

The district contains about 2,500 children. The nurse visits each building at least once a day. There she obtains from the teacher a list of cases needing her consideration, — cases which have been examined by the school physician. The nurse has a place in which to work, and is supplied with basins, hot water, soap, wash cloths, towels, comb, manicure set, prescriptions for petroleum, and printed instructions for its use in pediculosis. As the children come to her, she examines their heads and hair carefully, their nails and teeth. She talks with them about the care of the teeth, the use of a tooth-brush and of a handkerchief, proper food, preparation for bed and care of the bedroom, and personal cleanliness. She dresses minor wounds and bruises. As a result of this work, the nurse reports a marked improvement in the appearance of the children, especially of the newly arrived foreign children. They are beginning to take pride in their appearance, and often stop the nurse on the street to look at their hands and nails.

Much home work is done. The parents are visited, friendly relations are established, and instruction is given as to the proper care of the children. These visits give an opportunity to learn of home conditions, to put the parents in the way of receiving care from district physicians, and sometimes to inform the Board of Health of unsanitary conditions.

The nurse also works in connection with the out-patient department of the hospitals in cases where the parents cannot afford a private physician. She sees that medicines are procured and proper treatment given, and that the children return to the hospital to be seen by the physicians. In this way much time is saved the schools; the hospitals and the homes are brought into close connection; the children are quickly treated, properly followed up, and returned to their school work without unnecessary delay.

This nurse reports that from January to October, 1906, she examined 2,000 individual cases, some of the children being examined several times. In October she examined 517 cases

of pediculosis. She made 1,050 home visits, and, in October, 89 hospital visits.

Another nurse, in a district containing 1,275 pupils, reports, for a period from December, 1905, to November, 1906:—

Number of cases seen, some several times, . . . . .	791
Visits to homes, . . . . .	1,944
Number taken to dispensary, . . . . .	546
Cases of pediculosis treated or caused to be treated, . . . . .	1,178

As a result of medical inspection in the district:—

Number of glasses fitted, . . . . .	102
Adenoid operations, . . . . .	36
Number of ear cases, . . . . .	23
Cases of crooked legs operated on and straightened, . . . . .	2

These reports go far to explain the statements by the school physicians and the teachers,—that the school nurse is a much-needed supplement to the physician, and that it is the common belief that, if either were to be dispensed with, the doctor could better be spared than the nurse.

The following materials have been sent to all cities and towns in sufficient numbers to meet all the requirements of the law:—

#### COMMONWEALTH OF MASSACHUSETTS.

##### ACTS OF 1906, CHAPTER 502.

#### DIRECTIONS FOR TESTING SIGHT AND HEARING.

[Prepared by the State Board of Health.]

[NOTE.—When not in use, the chart of test letters should be placed in the envelope in which it is sent, to keep it from becoming soiled and illegible. When it is damaged, a requisition should be made on the State Board of Education for a new set.]

#### *To test the Eyesight.*

Hang the Snellen test letters in a good clear light (side light preferred), on a level with the head. Place the child 20 feet from the letters, one eye being covered with a card held firmly against the nose, without pressing on the covered eye, and have him read aloud, from left to right, the smallest letters he can see on the card. Make a record of the result. Children who have not learned their letters, obviously, cannot be given this eyesight test until after they have learned them.

*To record the Acuteness of Eyesight.*—There is a number over each line of the test letters, which shows the distance in feet at which these letters should be read by a normal eye. From top to

bottom, the lines on the card are numbered respectively, 50, 40, 30 and 20. At a distance of 20 feet the average normal eye should read the letters on the 20-foot line; and if this is done correctly, or with a mistake of one or two letters, the vision may be noted as  $\frac{20}{20}$ , or normal. In this fraction the numerator is the distance in feet at which the letters are read, and the denominator is the number over the smallest line of letters read. If the smallest letters which can be read are on the 30-foot line, the vision will be noted as  $\frac{20}{30}$ ; if the letters on the 40-foot line are the smallest that can be read, the record will be  $\frac{20}{40}$ ; if the letters on the 50-foot line are the smallest that can be read, the record will be  $\frac{20}{50}$ .

If the child cannot see the largest letters, the 50-foot line, have him approach slowly until a distance is found where they can be seen. If 5 feet is the greatest distance at which they can be read, the record will be  $\frac{5}{50}$  ( $\frac{1}{10}$  of normal).

Test the second eye, the first being covered with the card, and note the result, as before. With the second eye, have the child read the letters from right to left, to avoid memorizing. To prevent reading from memory, a hole  $1\frac{1}{2}$  inches square may be cut in a piece of cardboard, which may be held against the test letters, so as to show only one letter at a time, and may be moved about so as to show the letters in irregular order. A mistake of two letters on the 20 or the 30 foot lines, and of one letter on the 40 or 50 foot lines, may be allowed.

Whenever it is found that the child has less than normal sight,  $\frac{20}{20}$ , in either eye, that the eyes or eyelids are habitually red and inflamed, or that there is a complaint of pain in the eyes or head after reading, the teacher will send a notice to the parent or guardian of the child, as required by law, that the child's eyes need medical attention.

#### *Method of testing Hearing.*

If it is possible, one person should make the examinations for an entire school, in order to insure an even method. The person selected should be one possessed of normal hearing, and preferably one who is acquainted with all of the children, the announcement of an examination often tending to inspire fear.

The examinations should be conducted in a room not less than 25 or 30 feet long, and situated in as quiet a place as possible. The floor should be marked off with parallel lines one foot apart. The child should sit in a revolving chair on the first space.

The examination should be made with the whispered or spoken voice; the child should repeat what he hears, and the distances at which words can be heard distinctly should be noted.

The examiner should attempt to form standards by testing persons of normal hearing at normal distances. In a still room the

standard whisper can be heard easily at 25 feet; the whisper of a low voice can be heard from 35 to 45 feet; and of a loud voice from 45 to 60 feet.

The two ears should be tested separately.

The test words should consist of numbers, 1 to 100, and short sentences. It is best that but one pupil at a time be allowed in the room, to avoid imitation.

For the purpose of acquiring more definite information concerning the acuteness of hearing, one may have recourse to the 512 v. s. (vibrations per second) tuning fork and the Politzer acoumeter.

For very young children, a fair idea of the hearing may be obtained by picking out the backward or inattentive pupils and those that seem to watch the teacher's lips, placing them with their backs to the examiner, and asking them to perform some unusual movement of the hand, or other act.

# COMMONWEALTH OF MASSACHUSETTS.

## ACTS OF 1906, CHAPTER 502.

### *Record of Sight and Hearing Tests.*

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Town or City \_\_\_\_\_ School \_\_\_\_\_ Class \_\_\_\_\_

NAME. [If notice is sent to parent or guardian, state name.]	EXAMINATION OF EYES.		HEARING.		Remarks.
	EYESIGHT.		WHISPER HEARD (DISTANCE IN FEET).		
	Right Eye.	Left Eye.	Right Ear.	Left Ear.	

# COMMONWEALTH OF MASSACHUSETTS.

## ACTS OF 1906, CHAPTER 502.

### *Report of Sight and Hearing Tests to Superintendent of Schools.*

Town } \_\_\_\_\_ School, \_\_\_\_\_  
or }  
City }

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Number of pupils enrolled in the school \_\_\_\_\_

" found defective in eyesight \_\_\_\_\_

" found defective in hearing \_\_\_\_\_

" of parents or guardians notified \_\_\_\_\_

\_\_\_\_\_  
*Teacher or Principal.*



**Commonwealth of Massachusetts.**

**NOTICE TO PARENT OR GUARDIAN.**

In accordance with chapter 502 of the Acts of 1906 you are hereby notified that the school examination of \_\_\_\_\_ shows that there is some trouble with the <sup>EARS,</sup> ~~EYES,~~ which needs competent medical advice. Please attend to this at once.

\_\_\_\_\_  
*Teacher.*

\_\_\_\_\_  
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**Commonwealth of Massachusetts.**

**NOTICE TO PARENT OR GUARDIAN.**

In accordance with chapter 502 of the Acts of 1906 you are hereby notified that \_\_\_\_\_ has been examined by me as school physician and found to have symptoms of \_\_\_\_\_.

**PLEASE SECURE COMPETENT MEDICAL ADVICE AT ONCE.**

\_\_\_\_\_  
*School Physician.*

\_\_\_\_\_  
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**TEACHERS' INSTITUTES.**

The practice of holding the annual meetings of the county associations of teachers in the autumn having now become general, and the practice of closing schools on the days of the county agricultural fairs having become common, the Board finds increasing difficulty in providing for autumn meetings of teachers' institutes. This is to be regretted, because for school purposes the institute is likely to be more effective if held early in the school year.

If institutes are still to be held, it appears to be necessary to hold all of them or most of them in the spring. That the institutes are appreciated by the school authorities and by teachers is shown by the large attendance. A few years ago it was necessary to make considerable effort to secure the closing of schools for institutes; now, an invitation is all that is

needed, and in some cases superintendents come with their teachers on hearing of an institute. The means of transportation by street lines have so increased that a single meeting can serve a large territory; consequently, most of the institutes have been large enough to divide into primary, grammar and high school sections. This specializing of the work is appreciated by the teachers, who know that they are likely to find their own needs met.

In most of the meetings a general address is provided for the opening and another for the closing exercises. Between these are usually four exercises for each of the three sections.

The following subjects have been treated by the persons named: —

Fundamentals of Citizenship, The Transient and the Permanent in Education, The Essential Purpose of the Modern Course of Study, Teaching and Teachers for the Times, — by the secretary of the Board.

Class Management, The Development Method, High School English, Grammar School English, Defects in English, Grammar School Arithmetic, — by Mr. Prince, agent of the Board.

English, Composition, Geometry, Elementary Science, Mathematics, Geography, History, Oral Reading, Practical Applications of the Laws of Apperception, — by Mr. MacDonald, agent of the Board. Mr. MacDonald has also conducted several conferences with high school teachers.

The Place of Art in Public Education, Art Appreciation, Industrial Training, and lessons and conferences in drawing, — by Mr. Sargent, agent of the Board.

General addresses have been given as follows: —

The New Education, — by Rev. Byron W. Forbush, D.D., New York.

Talk on Birds (illustrated), — by E. H. Forbush, ornithologist, State Board of Agriculture.

Physiology and Temperance Instruction, — by J. Asbury Pitman, Principal, Salem State Normal School.

Nature Study, — by Prof. C. F. Hodge, Clark University.

The Present Need in Education, — by Prof. John M. Tyler, Amherst College.



Lessons have been given in different subjects as follows:—

Language and reading:—

Miss Harriet S. Hayward, Brockton.  
Miss Clara E. Craig, Providence, R. I.  
Miss Mabel C. Bragg, Lowell.  
Miss Bertha M. McConkey, Springfield.  
Mr. Henry L. Clapp, Boston.  
Miss Mary L. Baright, North Adams.  
Miss Katharine H. Shute, Boston.  
Miss Ella L. Sweeney, Providence, R. I.  
Miss Jennie S. Baldwin, Hyannis.

Arithmetic:—

Miss Lillian A. Hicks, Bridgewater.  
Mr. Frank F. Murdock, North Adams.  
Mr. Albert L. Barbour, Natick.  
Miss Gertrude E. Bigelow, Boston.  
Mr. J. H. Carfrey, Wakefield.  
Miss Susan G. Lombard, North Adams.  
Miss Bertha M. McConkey, Springfield.

Geography:—

Mr. Charles H. Morrill, Hyannis.  
Miss Gertrude M. Wilcox, Hyannis.  
Miss Lillian A. Ordway, Framingham.  
Miss Nellie B. Allen, Fitchburg.  
Mr. Charles P. Sinnott, Bridgewater.  
Miss Bertha M. McConkey, Springfield.

History:—

Mr. Albert P. Walker, Boston.  
Mr. Arthur C. Boyden, Bridgewater.  
Miss Caroline Close, Cambridge.  
Miss Grace L. Deering, Cambridge.  
Miss Mabel Hill, Lowell.

Nature study:—

Mr. Clarence M. Weed, Lowell.  
Miss Sarah E. Brassill, Cambridge.

Elementary science:—

Mr. Frank M. Gilly, Chelsea.

Latin:—

Mr. Selden L. Brown, Wellesley.

Modern languages:—

Mr. W. B. Snow, Boston.

English:—

Mr. Alfred M. Hitchcock, Hartford, Conn.

## Drawing:—

Mr. Fred H. Daniels, Springfield.

Mr. Willis B. Anthony, North Adams.

## Technical education:—

Mr. Charles F. Warner, Springfield.

The statistics of the institutes for 1906 are as follows:—

WHERE HELD.	Date.	Number of towns represented.	Number of members.	Number of exercises.	By whom conducted.
Amherst, . . . . .	May 1,	9	87	10	John T. Prince.
Athol, . . . . .	May 2,	10	131	12	James W. MacDonald.
Ayer, . . . . .	Oct. 24,	11	116	14	James W. MacDonald.
Barre, . . . . .	May 3,	5	54	7	James W. MacDonald.
Danvers, . . . . .	March 8,	8	141	13	James W. MacDonald.
Gloucester, . . . . .	March 9,	7	218	13	James W. MacDonald.
Hyannis, . . . . .	Nov. 15,	15	152	9	John T. Prince.
Hyde Park, . . . . .	Oct. 12,	12	362	14	John T. Prince.
Montague (Turners Falls), . . . . .	April 27,	9	145	14	John T. Prince.
Newburyport, . . . . .	Oct. 8,	8	171	13	James W. MacDonald.
North Adams, . . . . .	Oct. 18,	18	379	14	John T. Prince.
North Attleborough, . . . . .	April 25,	14	278	13	John T. Prince.
Palmer, . . . . .	May 9,	11	177	13	James W. MacDonald.
Rockland, . . . . .	April 20,	20	340	13	John T. Prince.
Shelburne (Falls), . . . . .	May 11,	11	100	12	James W. MacDonald.
Somerset, . . . . .	Nov. 7,	10	96	10	John T. Prince.
Southbridge, . . . . .	May 4,	7	145	14	James W. MacDonald.
Westborough, . . . . .	May 7,	7	131	13	James W. MacDonald.
Westfield, . . . . .	Oct. 17,	16	220	14	John T. Prince.
Totals (19), . . . . .		208	3,442	235	

Conferences conducted by Mr. MacDonald were held in connection with the institutes at Athol, Danvers, Gloucester, Newburyport, Palmer, Westborough and Westfield, on the following subject: "In most high schools there is a large number of the pupils who never properly prepare work or make a satisfactory recitation, — what is the cause and the remedy?"

At the institute at Shelburne Falls Mr. Prince conducted a conference on "English: how can better results be secured in every recitation as well as in special English studies?" An-

other conference was conducted by Mr. Prince, in connection with the institute at Hyannis, on "Needs and opportunities of the high schools of Barnstable County."

A conference for kindergarten and grade 1 teachers was held at the North Adams institute. The following subjects were discussed: "The necessity of using large material," "The interpretation of modern city life," "How to prevent a break between the kindergarten and primary grades," — Mrs. Graves, Miss Lamphier and Miss McVey of the State Normal School taking part.

Conferences were held by Mr. Sargent with the supervisors and special teachers of drawing in connection with the institutes at Ayer, Hyde Park, Newburyport and North Adams. Mr. C. F. Whitney assisted Mr. Sargent at the Newburyport conference.

Evening sessions were held in connection with the following institutes: Hyannis, — address by Mr. Martin on "Teaching and teachers of the times;" North Adams and Westfield, — short addresses on "Industrial education in the public schools," by Mr. Walter Sargent, Mr. R. L. Thompson, Mr. T. W. Sykes, Mr. H. C. Wood, Mr. H. A. Gallop, Mr. W. B. Anthony and others.

#### EVENING SCHOOLS.

Evening schools are maintained under the following statute: —

##### REVISED LAWS, CHAPTER 42, SECTION 11.

Any town may, and every city or town of ten thousand or more inhabitants shall, maintain annually evening schools for the instruction of persons over fourteen years of age in orthography, reading, writing, the English language and grammar, geography, arithmetic, industrial drawing, both free hand and mechanical, the history of the United States, physiology and hygiene, and good behavior. Such other subjects may be taught in such schools as the school committee consider expedient.

It appears from the table on page xciii, Abstract of the School Returns, that all the towns to which the law applies maintained evening schools during the school year 1904-05 excepting Melrose, Plymouth, Revere, Wakefield and Weymouth. Of these, Melrose has not found a sufficient number of persons desiring such a school to form a class. The city pays the tuition in

neighboring schools of the few who desire the instruction. Wakefield, Weymouth and Plymouth have evening schools this year. Ten towns having less than 10,000 inhabitants have maintained evening schools.

There is a feature of the evening school requirements which may in the near future need to be remedied by legislation. By the provision of section 35, chapter 106 of the Revised Laws, as amended by chapter 183, Acts of 1902, illiterate minors over fourteen years of age may not be employed while a public evening school is in session, unless the person is a regular attendant at the evening school or at a day school. Illiterate minors over sixteen years of age in towns which do not maintain evening schools may be employed. It results from this that a considerable number of illiterates are without provision for instruction; and that, of two adjoining towns both of which may contain illiterate minors, one having just over 10,000 inhabitants is obliged to make provision for their instruction, while the other having just under 10,000 inhabitants is exempt. Some provision needs to be made to remedy these defects.

The following table shows what is being done in the State to furnish instruction beyond the elements in evening schools:—

CITIES AND TOWNS.	Drawing.	High.	Commercial.	CITIES AND TOWNS.	Drawing.	High.	Commercial.
Attleborough, . . .	2	—	—	Lynn, . . .	2	—	—
Beverly, . . .	3	2	1	Malden, . . .	1	—	—
Boston, . . .	6	6	—	Medford, . . .	1	1	—
Brockton, . . .	2	1	—	New Bedford, . . .	1	1	—
Brookline, . . .	1	—	1	Newton, . . .	1	2	—
Cambridge, . . .	2	1	1 <sup>1</sup>	North Adams, . . .	1	—	—
Chicopee, . . .	1	—	—	Northampton, . . .	1	—	—
Clinton, . . .	1	—	—	Pittsfield, . . .	2	2	—
Everett, . . .	1	—	2	Quincy, . . .	1	—	—
Fall River, . . .	2	2	—	Salem, . . .	1	—	—
Frammingham, . . .	—	1	—	Somerville, . . .	—	1	—
Gardner, . . .	—	1	—	Springfield, . . .	2	1	1 <sup>2</sup>
Greenfield, . . .	1	—	—	Taunton, . . .	3	—	—
Haverhill, . . .	2	—	1	Waltham, . . .	1	—	1
Holyoke, . . .	—	1	—	Woburn, . . .	1	—	2
Hyde Park, . . .	1	—	1	Worcester, . . .	3	1	1 <sup>3</sup>
Lawrence, . . .	1	1	—				
Lowell, . . .	4	1	—	Totals, . . .	52	26	12

<sup>1</sup> Manual training.<sup>2</sup> Trades.<sup>3</sup> Cooking.

## KINDERGARTENS.

*Table showing the number and location of public kindergartens kept during the year 1905-06, and cost of their maintenance.*

CITIES AND TOWNS.	Number of public kindergartens.	Number of teachers.	Number of different pupils.	Minimum age at which pupils are admitted.	Cost.
Attleborough, .	2	8	106	4	\$1,674 58
Andover, .	3	4	122	3½	1,961 25
Boston, . .	99	185	7,054	3½	143,976 13
Braintree, . .	5	5	149	4	2,350 00
Bridgewater, . .	1	2	42	3½	1,500 00
Brookline, . .	11	20	527	3½	15,665 31
Cambridge, . .	16	32	971	3½	19,873 11
Chelsea, . . .	2	2	115	5	10 00
Chicopee, . .	2	2	79	3	-
Cohasset, . .	1	1	20	4	367 36
Dedham, . .	4	8	161	3½	2,846 91
Easton, <sup>1</sup> . . .	1	2	56	3	625 00
Fall River, . .	3	6	204	3	2,811 60
Falmouth, . .	1	1	28	3½	500 00
Framingham, . .	1	1	25	4	665 00
Greenfield, . .	2	2	80	3½	906 00
Haverhill, . .	8	8	237	3½	2,500 00
Holyoke, . .	7	14	457	4½	7,055 81
Hopedale, . .	1	2	29	4	1,150 64
Lee, <sup>2</sup> . . .	1	1	35	3½	966 00
Leicester, . .	1	1	21	4½	375 00
Lowell, . . .	13	25	750	3½	1,308 08

<sup>1</sup> Supported by income of Oakes Ames Fund.

<sup>2</sup> Supported by private individuals. Town appropriates \$300.

*Number and location of public kindergartens, etc. — Concluded.*

CITIES AND TOWNS.	Number of public kindergartens.	Number of teachers.	Number of different pupils.	Minimum age at which pupils are admitted.	Cost.
Marblehead, . .	2	4	98	4	\$1,375 00
Medford, . .	7	5	261	4½	3,685 00
Milton, . . .	4	7	177	3½	4,800 00
New Bedford, .	3	6	176	4	4,321 00
Newton, . . .	14	29	739	4	14,000 00
North Adams, .	6	11	353	4	4,000 00
Northampton, .	4	7	149	4	—
Pittsfield, . .	2	4	117	4	1,800 00
Salem, . . .	5	10	252	4	4,405 00
Somerville, . .	4	8	412	4	3,909 00
Springfield, . .	14	26	1,147	4	15,199 76
Sutton, . . .	1	2	102	5	351 00
Wellesley, . .	1	2	27	3	600 00
Westfield, . .	5	9	158	4½	—
West Springfield, .	3	3	148	4½	1,191 03
Winchester, . .	2	4	107	4	1,615 76
Worcester, . .	17	32	956	4	20,317 91
Totals (39), .	279	496	16,647	3 to 5 yrs.	\$290,598 24

## VACATION SCHOOLS.

In 1905 there were 31 schools supported at public expense, in 11 towns and cities, as shown by the following table:—

CITIES AND TOWNS.	NUMBER OF —			Average length of schooling.		Total expenditure for support of schools.
	Schools.	Teachers.	Pupils.			
Athol, . . .	1	4	63	Mos. Days. — 15		\$27 00
Attleborough, . .	3	6	127	1 15		541 53
Boston, . . .	10	142	9,174	1 —		8,151 03
Brookline, . . .	3	11	648	1 10		1,598 42
Cambridge, . . .	5	26	1,159	1 5		1,679 64
Haverhill, . . .	3	26	1,336	1 5		844 54
Lawrence, . . .	2	10	325	1 —		433 35
Medford, . . .	1	3	136	2 10		150 00
Milford, . . .	1	3	119	1 10		138 00
Newton, . . .	1	14	336	1 10		865 20
Winchendon, . .	1	2	30	1 —		60 00
Totals (11), .	31	247	13,453	1 7		\$14,588 71

## STATE AID FOR HIGH SCHOOLS.

Towns containing 500 families are required by law to maintain high schools. Other towns may maintain such schools, and on certain conditions may receive State aid to the amount of \$300. (By the provision of chapter 200, Acts of 1906, the amount of the grant is to be \$500.)

The following 37 towns, having complied with the conditions, were entitled to receive the \$300 grant in 1906. Twenty-six towns received the grant in 1903, 34 in 1904, and 36 in 1905.

Of the high schools that received the grant in 1905, 4 have dropped from the list, the last census showing them to have

more than 500 families. They are Kingston, Ludlow, Norton and Wayland.

Ashby,	Hadley,	Sandwich,
Ashfield,	Huntington,	Sharon,
Ashland,	Littleton,	Sheffield,
Avon,	Lunenburg,	Shelburne,
Bernardston (Powers Institute),	Mendon,	Shrewsbury,
Bolton,	Millis,	Southborough,
Charlton,	New Salem,	Sudbury,
Chester,	Northborough,	Tisbury (Vineyard Haven),
Conway,	Northfield,	West Boylston,
Edgartown,	Norwell,	West Newbury,
Essex,	Orleans,	Wilmington,
Granby,	Plainville,	Wrentham.
	Rutland,	

#### REIMBURSEMENT FOR HIGH SCHOOL TUITION.

Towns not required by law to maintain a high school are required to make provision for high school instruction in other towns. Under certain conditions they may be reimbursed by the State for the whole or for one half of the cost of such instruction.

Under the provisions of the law, 100 towns, sending 1,077 pupils, were reimbursed wholly or in part by the State. The number of towns is 6 smaller and the number of pupils 117 less than last year. The amount contributed by the State for their tuition was \$36,196.67. The total obligation of the State for the year was \$47,296.67; the appropriation for the purpose was \$44,458.33; leaving a deficiency of \$2,838.34.

Twenty-four towns, having a valuation per pupil in excess of the State average (\$7,355), were not reimbursed. Twenty towns failed to avail themselves of the law. Eight of these maintain high schools. Only 13 towns have no pupils receiving high school instruction. These towns contain only 789 children between the ages of five and fifteen.



*Table showing high school tuition reimbursements under section 3, chapter 42, Revised Laws, as amended by chapter 433, Acts of 1902.*

[NOTE.—Towns the names of which are italicized were reimbursed by the State for half tuition expenditures only.]

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Acushnet, . .	4	New Bedford, . . .	\$78 10	\$312 42
“ . . .	6	Fairhaven, . . .	50 00	300 00
Alford, . . .	5	Great Barrington (Searles), .	54 00	234 00
Auburn, . . .	13	Worcester (English), . .	60 00	367 50
“ . . .	1	Worcester (Classical), .	60 00	30 00
Becket, . . .	9	Chester, . . .	60 00	429 00
“ . . .	1	Pittsfield, . . .	36 00	36 00
“ . . .	2	Westfield, . . .	50 00	100 00
“ . . .	2	Springfield (Central), .	75 00	150 00
“ . . .	1	Lee, . . .	50 00	50 00
Bedford, . . .	41	Concord, . . .	48 00	952 00
Bellingham, . .	5	Milford, . . .	38 00	95 00
“ . . .	14	Franklin, . . .	28 50	157 50
Berkley, . . .	2	Fall River, . . .	60 00	120 00
“ . . .	5	Taunton, . . .	50 00	191 75
Berlin, . . .	10	Clinton, . . .	40 00	396 00
“ . . .	7	Northborough, . . .	30 00	192 00
“ . . .	5	Hudson, . . .	40 00	175 00
Blandford, . .	1	Chester, . . .	60 00	60 00
“ . . .	6	Westfield, . . .	50 00	280 00
Boxborough, . .	11	Concord, . . .	48 00	512 00
Boylston, . . .	1	Worcester (Classical), .	60 00	60 00
“ . . .	3	Worcester (English), .	60 00	165 00
“ . . .	2	Clinton, . . .	40 00	80 00
Buckland, . . .	34	Shelburne Falls (Arms Academy).	36 00	1,164 00
Carlisle, . . .	2	Lowell, . . .	60 00	120 00
“ . . .	8	Concord, . . .	48 00	352 00

*High school tuition reimbursements, etc.—Continued.*

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Charlemont, . .	1	North Adams, . . .	\$45 00	\$45 00
“ . .	24	Shelburne Falls (Arms Academy). Adams, . . . . .	36 00	792 00
Cheshire, . .	14	North Adams, . . .	30 00	390 00
Clarksburg, . .	14	North Adams, . . .	45 00	615 00
Colrain, . . .	33	Shelburne Falls (Arms Academy). Greenfield, . . . . .	36 00	1,062 00
“ . . . .	1	Northampton, . . .	30 00	30 00
Cummington, . .	6	Springfield (Central), . .	50 00	300 00
Dana, . . . .	1	Athol, . . . . .	75 00	75 00
“ . . . .	5	Barre, . . . . .	36 00	152 10
“ . . . .	1	New Salem, . . . . .	40 00	28 00
“ . . . .	4	Lowell, . . . . .	30 00	120 00
Dunstable, . .	1	Orleans, . . . . .	60 00	60 00
Eastham, . . .	10	Springfield (Central), . .	32 00	317 60
East Longmeadow, .	17	Springfield (Technical), <sup>1</sup> . .	75 00	1,215 00
“ “ . .	1	West Springfield, . . .	75 00	75 00
“ “ . .	1	Great Barrington (Searles), .	50 00	38 75
Egremont, . . .	9	Athol, . . . . .	54 00	477 00
Enfield, . . .	5	Greenfield, . . . . .	36 00	180 00
Erving, . . . .	10	Montague (Centre), . . .	30 00	300 00
“ . . . .	1	Orange, . . . . .	30 00	30 00
“ . . . .	10	Athol, . . . . .	40 00	324 00
“ . . . .	1	North Adams, . . . . .	36 00	36 00
Florida, . . . .	2	Shelburne Falls (Arms Academy). Fall River, . . . . .	45 00	90 00
“ . . . .	1	Montague (Turners Falls), .	36 00	12 00
Freetown, . . .	5	Northampton, . . . . .	60 00	142 50
Gill, . . . . .	11	Williamsburg (Centre), . .	30 00	300 00
Goshen, . . . .	1	Ashfield, . . . . .	50 00	50 00
“ . . . .	1	Springfield (Central), . .	26 00	26 00
“ . . . .	2	Westfield, . . . . .	30 00	60 00
Granville, . . .	1	Athol, . . . . .	75 00	75 00
“ . . . .	4	“ . . . . .	50 00	200 00
Greenwich, . . .	7	“ . . . . .	36 00	235 50

<sup>1</sup> Academic course only.

*High school tuition reimbursements, etc.*—Continued.

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Halifax, . . .	1	Bridgewater, . . .	\$50 00	\$50 00
Hampden, . . .	1	Springfield (Central), . .	75 00	75 00
Hanson, . . .	19	Whitman, . . .	30 00	550 00
" . . .	2	Rockland, . . .	40 00	80 00
" . . .	1	Hanover, . . .	30 00	30 00
Hawley, . . .	1	Greenfield, . . .	30 00	30 00
" . . .	4	Shelburne Falls (Arms Academy).	36 00	132 00
" . . .	1	Northampton, . . .	50 00	50 00
Heath, . . .	7	Shelburne Falls (Arms Academy).	36 00	204 00
Hinsdale, . . .	12	Dalton, . . .	30 00	216 00
" . . .	5	Pittsfield, . . .	36 00	180 00
Hubbardston, . .	7	Gardner, . . .	30 00	130 00
" . . .	3	Barre, . . .	40 00	102 00
Lakeville, . . .	18	Middleborough, . . .	40 00	696 00
Lanesborough, . .	5	Pittsfield, . . .	36 00	139 50
" . . .	2	Adams, . . .	30 00	35 00
Leverett, . . .	7	Amherst, . . .	35 00	245 00
" . . .	7	Montague (Centre), . .	30 00	210 00
Longmeadow, . .	19	Springfield (Central), . .	75 00	690 00
" . . .	1	Springfield (Technical), <sup>1</sup>	75 00	37 50
Lynnfield, . . .	19	Wakefield, . . .	40 00	709 00
" . . .	1	Lynn, . . .	60 00	45 00
" . . .	5	Peabody, . . .	45 00	199 00
Medfield, . . .	4	Dedham, . . .	45 00	90 00
" . . .	4	Walpole, . . .	35 00	70 00
Middlefield, . . .	3	Chester, . . .	60 00	126 00
Middleton, . . .	11	Danvers, . . .	50 00	525 00
Monroe, . . .	2	North Adams, . . .	45 00	60 00
Monterey, . . .	4	Great Barrington (Searles), .	54 00	216 00
Montgomery, . .	1	Westfield, . . .	50 00	50 00
" . . .	5	Huntington, . . .	45 00	220 50
Mount Washington, .	3	Great Barrington (Searles), .	54 00	78 00

<sup>1</sup> Academic course only.

*High school tuition reimbursements, etc. — Continued.*

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
New Braintree, .	1	Warren, . . . . .	\$25 00	\$13 50
" " .	2	North Brookfield, . .	40 00	80 00
Newbury, . . .	8	Newburyport, . . . .	{ 12 00 <sup>1</sup> 15 00 <sup>1</sup> }	51 00
New Marlborough, .	6	Great Barrington (Searles), .	54 00	288 00
Norfolk, . . .	1	Wrentham, . . . . .	40 00	40 00
" . . . . .	2	Walpole, . . . . .	35 00	60 38
North Reading, .	36	Reading, . . . . .	40 00	1,224 00
Oakham, . . .	1	Barre, . . . . .	40 00	40 00
" . . . . .	1	Rutland, . . . . .	40 00	40 00
Otis, . . . . .	1	Westfield, . . . . .	50 00	50 00
Paxton, . . . .	4	Worcester (Classical), .	60 00	240 00
" . . . . .	1	Worcester (English), . .	60 00	60 00
Pelham, . . . .	8	Amherst, . . . . .	35 00	280 00
Pembroke, . . .	2	Rockland, . . . . .	40 00	36 00
Peru, . . . . .	1	Dalton, . . . . .	30 00	11 25
Petersham, . . .	1	Gardner, . . . . .	30 00	30 00
" . . . . .	4	Athol, . . . . .	36 00	136 00
" . . . . .	3	Barre, . . . . .	40 00	120 00
Phillipston, . .	4	Athol, . . . . .	36 00	144 00
" . . . . .	2	Templeton, . . . . .	40 00	54 00
Plainfield, . .	2	Northampton, . . . .	50 00	100 00
" . . . . .	2	Ashfield, . . . . .	30 00	40 00
Plympton, . . .	3	Middleborough, . . . .	40 00	120 00
" . . . . .	4	Kingston, . . . . .	30 00	90 00
Prescott, . . .	2	Amherst, . . . . .	35 00	70 00
" . . . . .	2	Athol, . . . . .	36 00	72 00
" . . . . .	2	New Salem, . . . . .	30 00	60 00
Raynham, . . .	12	Taunton, . . . . .	50 00	556 25
" . . . . .	7	Bridgewater, . . . . .	50 00	240 00
" . . . . .	2	Easton, . . . . .	36 00	72 00
Rehoboth, . . .	8	Taunton, . . . . .	50 00	193 75

<sup>1</sup> For foreign languages only.

*High school tuition reimbursements, etc. — Continued.*

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
<i>Rehoboth,</i> . . .	3	Attleborough, . . .	\$50 00	\$60 00
“ . . .	2	Fall River, . . .	60 00	30 00
Richmond, . . .	8	Pittsfield, . . .	36 00	263 70
Rochester, . . .	5	Wareham, . . .	36 00	180 00
Rowe, . . .	1	Bernardston (Powers Institute).	21 00	21 00
“ . . .	1	North Adams, . . .	45 00	45 00
“ . . .	3	Shelburne Falls (Arms Academy).	36 00	108 00
Rowley, . . .	12	Ipswich, . . .	40 00	421 00
“ . . .	5	Newburyport, . . .	48 00	176 00
Royalston, . . .	8	Athol, . . .	36 00	257 00
“ . . .	1	Winchendon, . . .	28 00	28 00
“ . . .	1	Templeton, . . .	40 00	40 00
Russell, . . .	7	Huntington, . . .	45 00	228 37
“ . . .	2	Westfield, . . .	50 00	61 25
<i>Salisbury,</i> . . .	15	Newburyport, . . .	{ 12 00 <sup>1</sup> 15 00 <sup>1</sup> }	89 50
“ . . .	1	Amesbury, . . .	30 00	15 00
Savoy, . . .	1	Adams, . . .	30 00	20 00
Seekonk, . . .	7	Attleborough, . . .	50 00	122 50
“ . . .	10	Fall River, . . .	60 00	198 75
Shirley, . . .	1	Ayer, . . .	20 00	10 00
“ . . .	3	Fitchburg, . . .	48 00	50 00
Shutesbury, . . .	2	Amherst, . . .	35 00	42 20
“ . . .	2	Montague (Centre), . . .	30 00	40 00
Southampton, . . .	10	Easthampton, . . .	40 00	375 00
“ . . .	1	Northampton, . . .	50 00	50 00
“ . . .	1	Westfield, . . .	50 00	50 00
Southwick, . . .	9	Westfield, . . .	50 00	450 00
<i>Sterling,</i> . . .	2	Leominster, . . .	40 00	40 00
<i>Sturbridge,</i> . . .	26	Southbridge, . . .	30 00	350 00
Sunderland, . . .	1	Greenfield, . . .	30 00	30 00
“ . . .	13	Amherst, . . .	35 00	455 00

<sup>1</sup> For foreign languages only.

*High school tuition reimbursements, etc. — Concluded.*

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Swansea, . .	27	Fall River, . . .	\$60 00	\$780 00
Teanebury, . .	47	Lowell, . . . .	60 00	1,283 20
Truro, . . .	2	Provincetown, . . .	40 00	80 00
" . . .	3	Wellfleet, . . . .	40 00	110 00
Tyngsborough, .	15	Lowell, . . . .	60 00	820 00
Warwick, . .	1	Northfield, . . .	23 75	23 75
" . . .	3	Orange, . . . .	40 00	120 00
Washington, . .	1	Westfield, . . . .	50 00	50 00
" . . .	2	Chester, . . . .	60 00	102 00
Wendell, . . .	3	Orange, . . . .	40 00	120 00
" . . .	2	New Salem, . . .	30 00	40 00
West Bridgewater, .	1	Easton, . . . .	36 00	18 00
West Brookfield, .	24	Warren, . . . .	25 00	266 25
" " . .	1	Worcester (English), . .	60 00	30 00
" " . .	1	Ware, . . . .	40 00	20 00
Westhampton, . .	8	Northampton, . . .	50 00	400 00
" . . .	1	Huntington, . . . .	45 00	45 00
Westminster, . .	1	Fitchburg, . . . .	48 00	48 00
West Stockbridge, .	8	Pittsfield, . . . .	36 00	254 70
" " . .	11	Great Barrington (Searles), .	54 00	567 00
West Tisbury, . .	3	Tisbury (Vineyard Haven), .	40 00	114 00
Whately, . . .	10	Northampton, . . . .	50 00	450 00
" . . .	1	Greenfield, . . . .	30 00	9 00
Williamsburg, . .	4	Northampton, . . . .	50 00	100 00
Windsor, . . .	1	Northampton, . . . .	50 00	50 00
" . . .	1	Adams, . . . .	30 00	30 00
" . . .	4	Dalton, . . . .	30 00	101 25
" . . .	1	Ware, . . . .	40 00	40 00
Totals (100 towns),	1,077	74 schools, . . . .	\$41 06	\$36,196 67

The following 24 towns have a valuation per pupil in excess of the State average (\$7,355) : —

Boxford,	Harvard,	Stockbridge,
Burlington,	Hopedale,	Topsfield,
Carver,	Hull,	Tyringham,
Chilmark,	Lincoln,	Wellfleet,
Cottage City,	Marion,	Wenham,
Dover,	Mattapoissett,	Weston,
Gosnold,	Nahant,	Westwood,
Hamilton,	New Ashford,	Yarmouth.

### HIGH SCHOOL ORGANIZATIONS.

The discussion in the sixty-ninth report of the Board was followed by the passage by the Legislature of 1906 of the following statute : —

#### ACTS OF 1906, CHAPTER 251.

#### AN ACT RELATIVE TO THE AUTHORITY OF SCHOOL COMMITTEES OVER ORGANIZATIONS OF SCHOOL PUPILS.

SECTION 1. The school committee may supervise and control all athletic organizations composed of pupils of the public schools and bearing the name of the school.

SECTION 2. It may directly or through an authorized representative determine under what conditions such organizations may enter into competition with similar organizations in other schools. [*Approved April 5, 1906.*]

While this law refers only to athletic organizations, it serves to strengthen school authorities in the efforts to regulate all other organizations composed of school pupils.

Secret societies have become a source of much annoyance, and the necessity has arisen in many localities of dealing with them with a firm hand.

A recent decision of the Supreme Court of Washington has attracted wide attention, in that it sustained the school authorities in enforcing prohibitory regulations against students who became members of secret Greek letter societies, although these societies met at the homes of the members in the evening, with the consent of the parents.

The ground of the decision was the injurious influence of such societies upon school discipline, as proved by the testimony of school principals and by the published utterances of the general officers of the affiliated societies.

While the students might attend school and share in the common class privileges, they might be denied membership in other school organizations and participation in the customary graduation honors. They must choose between membership in the secret society and a share in the broader life of the school. The decision will probably help to clear the air in other States than Washington.

*List of superintendents, alphabetically arranged, with their superintendencies, Jan. 21, 1907.*

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Adams, Charles F., . . .	\$1,500	Spencer, . . .	Spencer.
Adams, O. H., . . .	1,600	Leicester, . . .	Charlton, Leicester.
Aldrich, George I., . . .	4,000	Brookline, . . .	Brookline.
Allen, H. L., . . .	1,500	Dalton, . . .	Cheshire, Dalton.
Allison, J. Francis, . . .	1,500	West Stockbridge, . . .	Alford, Egremont, Richmond, West Stockbridge.
Anthony, John C., . . .	1,500	Braintree, . . .	Braintree.
Armstrong, George P., . . .	2,400	Belmont, . . .	Belmont, Lexington.
Atwell, F. G., . . .	1,500	Baldwinsville, . . .	Hubbardston, Phillipston, Royalston, Templeton.
Averill, Andrew P., . . .	1,600	Edgartown, . . .	Chilmark, Cottage City, Ed- gartown, Gay Head, Tis- bury, West Tisbury.
Badger, Abner A., . . .	1,800	East Weymouth, . . .	Weymouth.
Bagnall, Francis A., . . .	2,400	Adams, . . .	Adams.
Baldwin, Edward G., . . .	1,500	West Brookfield, . . .	New Braintree, Sturbridge, West Brookfield.
Barbour, Albert L., . . .	2,200	Natick, . . .	Natick.
Barr, Preston, . . .	1,500	Lee, . . .	Lee, Monterey, Otis, Tying- ham.
Bates, Charles H., . . .	1,800	Middleborough, . . .	Middleborough.
Bates, William C., . . .	3,500	Cambridge, . . .	Cambridge.
Bemis, George M., . . .	1,500	Plainville, . . .	Norton, Plainville, Wrentham.
Benedict, Frank H., . . .	1,500	Sutton, . . .	Auburn, Sutton.
Blodgett, S. F., . . .	2,000	South Framing- ham.	Framingham.
Bowman, Mortimer H., . . .	1,500	Hatfield, . . .	Bernardston, Hadley, Hatfield.
Bradley, John E., . . .	1,500	Randolph, . . .	Avon, Holbrook, Randolph.
Breck, Charles A., . . .	1,200	Methuen, . . .	Methuen.
Brehaut, James W., . . .	1,900	North Attle- borough.	North Attleborough.
Brick, Francis S., . . .	1,650	Uxbridge, . . .	Douglas, Uxbridge.
Brockway, Clarence E., . . .	1,900	West Springfield, . . .	West Springfield.
Brooks, Stratton D., . . .	6,000	Boston, . . .	Boston.
Burke, J. E., assistant, . . .	3,780	Boston, . . .	Boston.
Byram, Charles A., . . .	2,300	Pittsfield, . . .	Pittsfield.



*List of superintendents, alphabetically arranged, with their superintendencies — Continued.*

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Carfrey, J. H., . . .	\$1,900	Wakefield, . . .	Lynnfield, Wakefield.
Carr, Ernest P., . . .	1,650	Ayer, . . .	Ayer, West Boylston.
Chace, Seth Howard, . . .	2,000	97 18th Street, Lowell.	Dracut, North Reading, Tewksbury, Tyngsborough.
Chaffin, W. E., . . .	1,625	West Dennis, . . .	Brewster, Dennis, Yarmouth.
Chapman, Ira T., . . .	1,500	Huntington, . . .	Blandford, Huntington, Mont- gomery, Russell.
Clapp, George I., . . .	1,900	Woburn, . . .	Woburn.
Clay, Charles L., . . .	1,600	Harvard, . . .	Bolton, Boylston, Harvard, Shirley.
Cobb, Edwin S., . . .	1,500	Dighton, . . .	Berkley, Dighton, Rehoboth.
Coggins, W. L., . . .	1,000	Rockland, . . .	Rockland.
Cole, Albert S., . . .	1,500	North Dartmouth, . . .	Dartmouth, Westport.
Collins, Arthur J., . . .	1,600	Danvers, . . .	Danvers.
Congdon, F. K., . . .	2,000	Northampton, . . .	Northampton.
Corbin, F. E., <sup>1</sup> . . .	2,000	Southbridge, . . .	Southbridge.
Cox, George W., . . .	2,000	Ware, . . .	Ware.
Cragin, W. N., . . .	1,800	Bedford, . . .	Bedford, Burlington, Lincoln, Wilmington.
Davison, F. P., . . .	1,800	Turners Falls, . . .	Montague.
De Meyer, John E., . . .	1,500	North Scituate, . . .	Duxbury, Marshfield, Scituate.
Dixon, Edward, . . .	1,600	Orange, . . .	Orange.
Douglas, Frank A., <sup>1</sup> . . .	1,750	Winthrop, . . .	Winthrop.
Dressel, Herman, Jr., . . .	1,800	Great Barrington, . . .	Great Barrington.
Durfee, Everett B., . . .	3,000	Fall River, . . .	Fall River.
Eaton, Charles M., <sup>1</sup> . . .	2,000	Weston, . . .	Weston.
Edgerly, Joseph G., . . .	2,700	Fitchburg, . . .	Fitchburg.
Edson, Marshall O., . . .	1,500	Sandwich, . . .	Bourne, Mashpee, Sandwich.
Eldredge, William F., . . .	1,000	Rockport, . . .	Rockport.
Ellinwood, George F., . . .	1,500	Belchertown, . . .	Enfield, Belchertown.
Evans, Osman C., . . .	1,500	74 Westford Street, Lowell.	Billerica, Pepperell.
Fales, Lewis A., . . .	1,600	Attleborough, . . .	Attleborough.
Fish, Charles E., . . .	1,620	Manchester, . . .	Amesbury, Manchester.
Fitts, Edward P., . . .	1,650	Mansfield, . . .	Mansfield, Sharon, Stoughton.
Freeman, L. A., . . .	1,500	Foxborough, . . .	Foxborough, Seekonk.
Frost, Gaius B., . . .	1,500	Georgetown, . . .	Georgetown, Groveland, Row- ley.
Fuller, Robert J., . . .	1,800	Palmer, . . .	Palmer.
Galger, George H., . . .	1,500	Hyannis, . . .	Barnstable.
Gamwell, Irving H., <sup>1</sup> . . .	1,800	Franklin, . . .	Franklin.
Gay, George E., . . .	2,500	Haverhill, . . .	Haverhill.
Gifford, John B., . . .	1,080	Marblehead, . . .	Marblehead.

<sup>1</sup> Unites teaching with supervising.

*List of superintendents, alphabetically arranged, with their superintendencies — Continued.*

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Godard, Harlow, . . .	\$1,500	Lenox, . . .	Lenox.
Goodhue, E. W., . . .	1,500	Haydenville, . . .	Chesterfield, Williamsburg. Worthington.
Gordy, Wilbur F., . . .	4,000	Springfield, . . .	Springfield.
Gray, John C., . . .	2,000	Chicopee, . . .	Chicopee.
Gregory, B. C., . . .	2,800	Chelsea, . . .	Chelsea.
Grout, Edgar H., . . .	1,500	East Bridgewater, . . .	East Bridgewater, Raynham, West Bridgewater.
Grover, G. Alvin, . . .	1,600	Charlemont, . . .	Charlemont, Florida, Hawley, Heath, Monroe, Rowe.
Gushee, W. E., . . .	1,600	Agawam, . . .	Agawam, Ludlow.
Haley, C. W., . . .	1,800	Milford, . . .	Milford.
Hall, Charles P., . . .	1,500	Shelburne Falls, . . .	Buckland, Colrain, Shelburne.
Hall, I. Freeman, . . .	2,850	North Adams, . . .	North Adams.
Hall, Wells A., <sup>1</sup> . . .	—	Concord, . . .	Concord.
Hardy, A. L., . . .	1,800	Amherst, . . .	Amherst, Pelham.
Harris, C. A., . . .	1,700	Hanover, . . .	Hanover, Hanson, Norwell.
Harrub, H. W., . . .	2,200	Taunton, . . .	Taunton.
Hatch, William E., . . .	4,000	New Bedford, . . .	New Bedford.
Hayward, Harriet S., Ass't, . . .	1,500	Brockton, . . .	Brockton.
Heald, A. A., . . .	1,500	Wareham, . . .	Marion, Wareham.
Heavens, Francis J., . . .	2,000	Plymouth, . . .	Plymouth.
Hervey, Henry D., . . .	2,700	Malden, . . .	Malden.
Hill, Frank H., . . .	1,600	Harwich, . . .	Chatham, Eastham, Harwich Orleans.
Hine, Roderick W., . . .	2,200	Dedham, . . .	Dedham.
Hobbs, W. C., . . .	2,000	Norwood, . . .	Norwood.
Howard, Elmer F., . . .	1,625	East Northfield, . . .	Gill, Leyden, Northfield, War- wick.
Howard, Nelson G., . . .	2,300	Hingham Centre, . . .	Cohasset, Hingham, Hull.
Howes, Alfred F., . . .	1,500	Sheffield, . . .	Mt. Washington, New Marl- borough, Sheffield.
Humphrey, Chester W., . . .	1,500	Rochester, . . .	Carver, Lakeville, Rochester.
Hunt, Charles L., . . .	2,000	Clinton, . . .	Clinton.
Hutchinson, S. C., . . .	1,500	Cochituate, . . .	Dover, Sudbury, Wayland.
Jacoby, Asher J., . . .	2,400	East Milton, . . .	Milton.
Johnson, George E., . . .	2,200	Hyde Park, . . .	Hyde Park.
Jones, Herbert J., . . .	1,600	Holden, . . .	Holden, Oakham, Paxton, Rut- land.
Judkins, Clarence L., . . .	1,500	Ashfield, . . .	Ashfield, Cummington, Goshen, Plainfield.
Kendall, F. L., . . .	1,500	Chelmsford, . . .	Carlisle, Chelmsford, Dun- stable.
Kingman, F. W., . . .	1,600	Walpole, . . .	Medfield, Walpole.
Knox, Herman N., . . .	1,500	Somerset, . . .	Freetown, Somerset, Swansea.
Lea, Watson C., . . .	1,600	Millbury, . . .	Millbury, Oxford.

<sup>1</sup> Acting Superintendent and principal of the high school.

*List of superintendents, alphabetically arranged, with their superintendencies — Continued.*

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Lewis, Alvan R., . . .	\$1,500	Provincetown, .	Provincetown, Truro, Wellfleet.
Lewis, Homer P., . . .	4,000	Worcester, . . .	Worcester.
Lewis, Mary A., Ass't, . . .	1,300	Cambridge, . . .	Cambridge.
Lincoln, Mary L., . . .	1,000	Lancaster, . . .	Lancaster.
Loring, Everett G., . . .	1,500	Kingston, . . .	Halifax, Kingston, Pembroke, Plympton.
Lyman, C. S., . . .	1,200	Hudson, . . .	Hudson.
Mackin, John C., . . .	1,500	Maynard, . . .	Boxborough, Maynard, Stow.
Manning, John H., . . .	1,550	Groton, . . .	Groton.
Marsh, Frank M., . . .	1,800	Fairhaven, . . .	Acushnet, Fairhaven, Mattapoisett.
Martin, Robert W., . . .	700	Ipswich, . . .	Ipswich.
Mason, Wallace E., <sup>1</sup> . . .	1,900	North Andover, .	North Andover.
McCooley, J. P., . . .	900	Blackstone, . . .	Blackstone.
Melcher, S. A., . . .	2,250	Whitinsville, . . .	Northbridge.
Merriam, Burr Jay, . . .	1,500	Brookfield, . . .	Brookfield, North Brookfield.
Metcalf, Robert C., . . .	2,000	Winchester, . . .	Winchester.
Miller, W. D., . . .	1,600	Easthampton, . . .	Easthampton, Southampton, Westhampton.
Mitchell, Walter G., . . .	1,200	Williamstown, . . .	Williamstown.
Morrell, James G., . . .	1,500	Georgetown, . . .	Boxford, Newbury, Salisbury, West Newbury.
Morse, Charles H., . . .	2,800	Medford, . . .	Medford.
Morton, Orion A., . . .	1,800	Marlborough, . . .	Marlborough.
Nickerson, Fred H., . . .	2,350	Melrose, . . .	Melrose.
O'Donnell, J. J., . . .	3,000	Holyoke, . . .	Holyoke.
Page, Frank R., . . .	2,000	Watertown, . . .	Watertown.
Palmer, Corwin F., . . .	1,900	Andover, . . .	Andover.
Parker, Walter S., Ass't, . . .	3,780	Boston, . . .	Boston.
Parkinson, William D., . . .	2,200	Waltham, . . .	Waltham.
Parlin, Frank E., . . .	2,800	Quincy, . . .	Quincy.
Pearson, Parker T., . . .	1,500	Warren, . . .	Holland, Wales, Warren.
Peaslee, Frank J., . . .	3,000	Lynn, . . .	Lynn.
Pelo, W. J., . . .	1,000	Swampscott, . . .	Swampscott.
Perkins, James S., . . .	1,800	Canton, . . .	Canton.
Perkins, John W., . . .	2,500	Salem, . . .	Salem.
Perrin, Marshall L., . . .	1,500	Wellesley Hills, . . .	Wellesley.
Poland, Mary L., . . .	1,500	15 Myrtle Street, Springfield.	East Longmeadow, Hampden, Longmeadow, Wilbraham.
Pope, F. S., Jr., . . .	1,500	Easton, . . .	Easton.
Pratt, Louis A., . . .	1,500	North Dana, . . .	Dana, Greenwich, New Salem, Prescott.
Price, Wilfred H., . . .	1,500	Holliston, . . .	Holliston, Medway, Sherborn.

<sup>1</sup> Unites teaching with supervising.

*List of superintendents, alphabetically arranged, with their superintendencies — Continued.*

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Prior, Charles F., . . .	\$1,500	Granville, . . .	Granville, Sandisfield, Southwick, Tolland.
Putney, Freeman, . . .	2,300	Gloucester, . . .	Gloucester.
Putney, Walter K., . . .	1,000	Needham, . . .	Needham.
Rafter, Augustine L., Ass't,	3,780	Boston, . . .	Boston.
Record, C. A., . . .	1,800	Abington, . . .	Abington, Bridgewater.
Richardson, Herbert E., . .	1,800	Greenfield, . . .	Greenfield.
Riley, William E., . . .	1,500	Hinsdale, . . .	Hinsdale, Peru, Savoy, Windsor.
Ripley, Mrs. Ellor E., Ass't,	3,780	Boston, . . .	Boston.
Robinson, Albert, . . .	1,750	Peabody, . . .	Peabody.
Robinson, Ernest W., . . .	2,000	Webster, . . .	Dudley, Webster.
Rugg, George, . . .	1,500	Princeton, . . .	Princeton, Sterling, Westminster.
Russell, B. B., . . .	3,000	Brockton, . . .	Brockton.
Safford, Adelbert L., . . .	2,200	Beverly, . . .	Beverly.
Sanderson, W. H., . . .	1,500	Chester, . . .	Becket, Chester, Middlefield, Washington.
Scully, John F., . . .	2,400	Arlington, . . .	Arlington.
Sheridan, Bernard M., . . .	3,000	Lawrence, . . .	Lawrence.
Sims, William F., . . .	1,500	Northborough, . . .	Berlin, Northborough, Shrewsbury, Southborough.
Simmons, Charles L., . . .	2,300	Westfield, . . .	Westfield.
Small, Robert O., . . .	1,725	Grafton, . . .	Grafton, Upton.
Southworth, Gordon A., . .	3,000	Somerville, . . .	Somerville.
Spaulding, Frank E., . . .	4,000	Newtonville, . . .	Newton.
Sprague, Wilbur B., . . .	1,700	Winchendon, . . .	Ashburnham, Winchendon.
Stanger, Asa O., . . .	1,400	Falmouth, . . .	Falmouth.
Stearns, Mrs. Cora A., . . .	1,500	Wendell Depot, . . .	Erving, Leverett, Shutesbury, Wendell.
Stevens, Charles E., . . .	2,000	Stoneham, . . .	Saugus, Stoneham.
Stone, Melville A., . . .	1,700	Reading, . . .	Merrimac, Reading, Topsfield.
Taylor, Herbert F., . . .	1,800	Hopedale, . . .	Bellingham, Hopedale, Mendon.
Thompson, Thomas E., . . .	2,000	Leominster, . . .	Leominster.
Thompson, Victor V., . . .	1,500	Hopkinton, . . .	Ashland, Hopkinton.
Thomson, Andrew S., . . .	1,500	Wenham Depot, . . .	Essex, Hamilton, Middleton, Wenham.
Tower, A. O., . . .	1,500	Petersham, . . .	Barre, Hardwick, Petersham.
Tucker, Charles A., <sup>1</sup> . . .	1,800	Stockbridge, . . .	Stockbridge.
Tuttle, O. A., <sup>1</sup> . . .	1,350	Nahant, . . .	Nahant.
Van Ornum, F. B., . . .	1,500	Cheshire, . . .	Clarksburg, Hancock, Lanesborough, New Ashford.
Walradt, Henry M., . . .	1,000	Whitman, . . .	Whitman.
Waldron, H. C., . . .	1,600	Westborough, . . .	Westborough.
Ward, W. Scott, . . .	2,000	Athol, . . .	Athol.

<sup>1</sup> Unites teaching with supervising.

*List of superintendents, alphabetically arranged, with their superintendencies — Concluded.*

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Webber, Arthur B., .	\$1,600	Littleton, . .	Acton, Littleton, Westford.
West, M. J., . . .	1,500	Millis, . . .	Millis, Norfolk, Westwood.
Wheeler, F. A., . .	1,500	Monson, . . .	Brimfield, Monson.
Wheeler, Ulysses G., .	2,500	Everett, . . .	Everett.
Whitcomb, Arthur K., .	3,000	Lowell, . . .	Lowell.
White, Maurice P., Ass't. .	3,780	Boston, . . .	Boston.
Whitney, Fairfield, . .	1,700	Townsend, . .	Ashby, Lunenburg, Townsend.
Whittemore, F. E., . .	1,500	South Hadley, .	Granby, South Hadley.
Willard, Edgar L., . .	1,600	Newburyport, .	Newburyport.
Willson, Myron J., . .	1,500	South Deerfield, .	Conway, Deerfield, Sunderland, Whately.
Winslow, William H., .	2,000	Revere, . . .	Revere.
Wood, Judson I., . .	2,100	Gardner, . . .	Gardner.

## Union superintendencies.

Number.	UNIONS.	When formed.	Valuation May 1, 1906.	No. of schools, 1904-1906.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.	Superintendent's salary.	When union superintendency year began.	JOINT COMMITTEE.	
					Service.	Salary.				Chairman.	Secretary.
1	Duxbury, Marshfield, Scituate.	1888 1888 1888	\$1,926,218 1,703,770 3,727,573	10 11 12	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$	\$250 00 250 00 250 00	\$416 67 416 67	\$1,500 00	June 1,	Dr. Nathaniel K. Noyes, Duxbury.	Clara M. Skeele, Scituate.
2	Hubbardston, Phillipston, Royalston, Templeton.	1889 1889 1889 1889	638,325 283,157 499,600 1,439,398	9 3 6 17	$\frac{3}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	150 00 75 00 150 00 375 00	250 00 125 00 250 00 625 00	1,500 00	July 1,	S. E. Greenwood, Templeton.	Mrs. Mary R. Chaffin, Phillipston.
3	Ashland, Hopkinton.	1889 1889	1,047,194 1,641,245	9 13	$\frac{3}{4}$ $\frac{1}{4}$	300 00 450 00	500 00 750 00	1,500 00	July 1,	Eugene L. Clark, Ashland.	Dr. George S. Thompson, Hopkinton.
4	Easthampton, Southampten, Westhampton.	1889 1889 1889	3,781,772 484,574 226,267	29 8 5	12 days. 5 days. 3 days.	616 17 52 48 51 35	137 47 85 58	1,600 00	July 1,	Dr. Frank C. Bruce, Easthampton.	Charles N. Loud, Westhampton.
5	Barns, Hardwick, Peterham.	1890 1890 1890	1,625,310 1,626,323 670,284	14 15 5	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$	300 00 321 43 128 57	500 00 535 72 214 23	1,500 00	May 1,	George A. Brown, Barre.	Chas. N. Walcott (Gilbertville), Hardwick.
6	Berlin, Northborough, Shrewsbury, Southborough.	1890 1890 1890 1890	545,260 1,327,284 1,372,986 1,444,864	5 9 10 9	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$	107 40 214 20 214 20 214 20	179 00 357 00 357 00 357 00	1,500 00	May 1,	Daniel W. Bemis, Shrewsbury.	Mrs. Clara L. Jones, Northborough.
7	Becket, Chester, Middlefield, Washington.	1890 1890 1890 1890	455,313 640,507 187,547 310,622	8 11 6 6	$\frac{3}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	181 86 325 50 146 62 97 02	302 86 542 50 242 62 162 02	1,500 00	July 1,	James H. Keefe, Chester.	Henry A. Pease, Middlefield.
8	Brimfield, Monson.	1890 1890	401,273 1,698,168	7 23	$\frac{3}{10}$ $\frac{1}{10}$	225 00 525 00	375 00 875 00	1,500 00	April 30,	Robert V. Sawin, Brimfield.	Rufus S. Stebbins, Monson.

## Union superintendencies — Continued.

Number.	UNIONS.	When formed.	Valuation May 1, 1906.	No. of schools. 1904-1906.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		Rate paid to each town.	Superintendent's salary.	When union superintendent's salary began.	JOINT COMMITTEE.	
					Service.	Salary.				Chairman.	Secretary.
9	Princeton, Sterling, Westminster.	1890 1890 1890	\$873,081 913,060 720,380	7 7 11	$\frac{1}{4}$ $\frac{2}{3}$ $\frac{2}{3}$	\$150 00 300 00 300 00	\$250 00 500 00 500 00	\$1,500 00	July 1,	Frank T. Sweet, Westminster.	Mary A. Dupee, Westminster.
10	Mansfield, Sharon, Stoughton.	1891 1891 1891	2,587,293 2,026,622 3,298,361	23 11 21	2 1 2	300 00 150 00 300 00	500 00 250 00 500 00	1,650 00	April 9,	Dr. Edward H. Ewing, Stoughton.	Harry R. Fisher, Mansfield.
11	Dracut, North Reading, Tewksbury, Tyngaborough.	1891 1891 1891 1891	2,147,021 679,926 1,789,125 481,955	16 4 14 5	$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	300 00 75 00 300 00 75 00	500 00 125 00 500 00 125 00	2,000 00	Sept. 1,	Henry M. Billings, Tewksbury.	Ophelia S. Brown, Tyngaborough.
12	Brookfield, North Brookfield.	1891 1891	1,266,235 1,644,388	16 11	$\frac{1}{4}$ $\frac{1}{4}$	375 00 375 00	625 00 625 00	1,500 00	May 13,	Timothy Howard, North Brookfield.	A. P. Goodell, Brookfield.
13	Grafton.	1891	2,378,034	22	$\frac{3}{4}$	562 50	937 50	1,600 00	July 1,	Francis M. McGarry, Grafton.	Appleton P. Williams, West Upton.
14	Millbury, Oxford.	1891 1891	2,292,305 1,621,565	19 16	60 per cent. 40 per cent.	450 00 300 00	750 00 500 00	1,600 00	Aug. 1,	Herbert V. Chaffee, Oxford.	Thos. H. Sullivan, 311 Main Street, Worcester.
15	Abington, Bridgewater.	1891 1891	2,590,258 3,193,259	20 25	$\frac{1}{4}$ $\frac{1}{2}$	375 00 375 00	625 00 625 00	1,800 00	Aug. 1,	Wm. D. Jackson, Bridgewater.	Richard B. Rand, North Abington.
16	Buckland, Colrain, Shelburne.	1892 1892 1892	687,935 619,496 1,011,074	8 14 10	$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	225 00 300 00 225 00	375 00 500 00 375 00	1,500 00	April 24,	Edwin Baker, Shelburne Falls.	Jonathan E. Davenport, Colrain.
17	Bourne, Mashpee, Sandwich.	1892 1892 1892	2,673,075 189,090 981,575	11 3 8	$\frac{2}{5}$ $\frac{2}{5}$ $\frac{2}{5}$	337 50 75 00 337 50	562 50 125 00 562 50	1,500 00	July 1,	R. H. Faunce, Sandwich.	Anna M. Starbuck (Bournedale), Bourne.

18	19	20	21	22	23	24	25	26	27	28
East Bridgewater, Raynham, West Bridgewater,	Brewster, <sup>1</sup> Dennis, Yarmouth,	Holland, <sup>2</sup> Wales, Warren	East Longmeadow, Longmeadow, Hampden, Wilbraham,	Dartmouth, Westport,	Hanover, Hanson, Norwell,	Cheshire, Dalton,	Provincetown, Truro, Wellfleet,	Norton, Plainville, <sup>2</sup> Wrentham,	Bellingham, Hopdale, Mendon,	Chatham, <sup>1</sup> Eastham, Harwich, Orleans,
1892 1892 1892	1903 1892 1892	1902 1893 1893	1893 1893 1893 1893	1893 1893	1894 1894 1894	1894 1894	1894 1892 1894 1894	1894 1905 1894	1894 1894 1894	1903 1894 1894 1894
1,077,102 744,379 1,123,222	553,080 1,154,490 1,842,030	84,202 280,074 1,762,743	534,759 1,216,172 373,189 1,008,771	3,241,525 1,646,725	1,391,260 1,272,026 320,911	695,704 3,017,700	1,928,920 366,960 1,086,628	995,875 701,567 1,029,321	789,710 5,037,682 638,020	970,425 350,295 1,160,162 589,805
14	4	1	9	23	10	7	21	10	9	11
9 days.	$\frac{4}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$
4 days.	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$
7 days.	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$
350 00 150 00 250 00	115 38 375 00 259 62	37 50 112 50 600 00	204 55 113 64 136 36 295 45	375 00 375 00	250 00 250 00 250 00	225 00 525 00	508 00 121 00 121 00	300 00 225 00 225 00	250 00 250 00 250 00	275 00 325 00 100 00 50 00
578 33 250 00 416 67	192 30 625 00 482 70	62 50 187 50 1,000 00	340 91 189 40 227 27 492 42	625 00 625 00	416 67 416 65 416 67	375 00 875 00	338 72 80 64 80 64	500 00 375 00 375 00	416 66 416 66	458 33 541 67 166 67 83 33
1,500 00	1,625 00	1,500 00	1,550 00	1,500 00	1,700 00	1,500 00	1,500 00	1,500 00	1,800 00	1,600 00
May 20,	July 5,	Aug. 1,	July 1,	Sept. 1,	May 1,	April 1,	Sept. 7,	May 1,	May 28,	Oct. 1,
Wm. H. Taylor East Bridgewater.	Henry H. Fiak, West Dennis.	Dr. Charles A. De Land, Warren.	Oliver Louis Wolcott, East Longmeadow.	Edward L. Macomber (Central Village), Westport.	Dr. C. L. Howes, Hanover.	George Z. Dean, Cheshire.	A. T. Williams, Prov- incetown.	Elbridge J. Whitaker, Wrentham.	Horace A. Brown, Bel- lingham.	Erastus T. Bearse, Chatham.
Susan B. Dunphe, East Bridgewater.	Wm. A. Schwab, West Yarmouth.	John E. Dalton, Warren.	Dr. H. G. Webber, Wil- braham.	David S. Wordell, South Dartmouth.	Mrs. Mary E. Curtis, Norwell.	Payson E. Little, Dal- ton.	Everett I. Nye, Well- fleet.	Arthur T. Sturdy, Norton.	Frank J. Dutcher, Hopdale.	George S. Hall, Or- leans.

\* Added in 1902.

\* Added in 1902.

\* Added Oct. 17, 1903, by decree of State Board of Education.

\* A part of Wrentham; made a town in 1905.



## Union superintendencies — Continued.

Number.	UNIONS.	When formed.	Valuation May 1, 1906.	No. of schools. 1904-1906.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.	Superintendent's salary.	When union superintendent's salary.	JOINT COMMITTEE.	
					Service.	Salary.				Chairman.	Secretary.
29	Granby, South Hadley.	1895	\$490,543	6	$\frac{1}{4}$	\$187 50	\$312 50	\$1,500 00	April 1,	Francis A. Forward, Granby.	Arthur S. Gaylord, South Hadley Falls.
30	Gill, Leyden, <sup>1</sup> Northfield, Warwick.	1895	2,529,372	24	$\frac{3}{4}$	562 50	937 50				
		1895	419,109	5	$\frac{1}{4}$	150 00	250 00	1,625 00	May 7,	L. R. Smith, East Northfield.	Nellie M. Wood, Northfield.
		1895	253,421	6	$\frac{1}{4}$	150 00	250 00				
		1895	1,239,125	8	$\frac{3}{4}$	300 00	300 00				
		1895	347,360	4	$\frac{1}{4}$	150 00	250 00				
31	Bolton, Boylston, Harvard, Shirley.	1895	487,698	4	$\frac{3}{8}$	160 71	267 86	1,600 00	July 1,	Clifford L. Russell, Harvard.	George L. Wright, Boylston (Centre).
		1895	451,674	4	$\frac{3}{8}$	133 03	223 21				
		1895	1,102,841	6	$\frac{3}{8}$	241 07	401 74				
		1895	929,672	7	$\frac{3}{8}$	214 29	357 14				
32	Chilmark, <sup>1</sup> Cottage City, Eggen, Gales Head, Tibbury, West Tibbury.	1897	247,619	2	$\frac{3}{8}$	75 00	125 00	1,600 00	July 1,	Ulysses E. Mayhew, West Tibbury.	Mrs. Lucinda S. St. John (Vineyard Haven), Tibbury.
		1895	1,763,675	6	$\frac{3}{8}$	187 50	312 50				
		1895	867,554	5	$\frac{3}{8}$	150 00	250 00				
		1902	35,391	1	$\frac{3}{8}$	37 50	62 50				
		1895	1,313,378	6	$\frac{3}{8}$	150 00	250 00				
		1895	422,857	4	$\frac{3}{8}$	150 00	250 00				
33	Georgetown, Groveland, Rowley.	1895	984,905	8	$\frac{3}{4}$	300 00	500 00	1,500 00	Sept. 1,	Albert L. Wales, Groveland.	Frank E. Richardson, Rowley.
		1895	1,055,941	13	$\frac{3}{4}$	300 00	500 00				
		1895	741,915	8	$\frac{1}{4}$	150 00	250 00				
34	Carlisle, Chelmsford, Dunstable.	1896	409,749	3	$\frac{5}{16}$	112 50	187 50	1,500 00	Aug. 1,	John J. Monahan, West Chelmsford.	Mrs. Martha J. Hall, Dunstable.
		1896	3,036,025	23	$\frac{1}{16}$	562 50	937 50				
		1896	281,062	3	$\frac{3}{16}$	75 00	125 00				
35	Holliston, Medway, Sherborn.	1896	1,546,563	13	$\frac{3}{4}$	300 00	500 00	1,500 00	Sept. 1,	Rev. I. F. Porter, Sherborn.	-
		1896	1,358,010	12	$\frac{3}{4}$	300 00	500 00				
		1896	967,710	8	$\frac{1}{4}$	150 00	250 00				
36	Acushnet, Fairhaven, Mattapoisett.	1897	681,250	7	$\frac{1}{4}$	150 00	250 00	1,800 00	July 1,	Lemuel Le Baron Dexter, Mattapoisett.	Joe. K. Nye, Fairhaven.
		1897	2,877,780	19	$\frac{3}{4}$	450 00	750 00				
		1897	1,584,335	7	$\frac{1}{4}$	150 00	250 00				

37	Charlottesville, Florida, Hawley, Heath, Monroe, Rowe,	1897 1897 1897 1897 1897 1897	368,875 151,179 153,589 154,153 151,819 176,015	9 6 6 6 6 4	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$	204 54 113 64 136 66 90 91 90 91 113 64	136 35 75 76 90 91 60 61 60 61 75 76	1,600 00	April 26,	Warren W. Smith, East Charleston.	Frank B. Burrington, Heath.
38	Ashby, Lunenburg, Townsend,	1897 1905 1897	481,879 983,283 1,197,860	4 8 9	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$	150 00 225 00 375 00	250 00 375 00 625 00	1,700 00	July 1,	J. W. Eastman, Townsend.	Austen T. Kempton, Lunenburg.
39	Dover, Sudbury, Wayland,	1898 1898 1898	1,004,234 1,214,410 2,016,112	6 7 13	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$	150 00 225 00 375 00	250 00 375 00 625 00	1,500 00	Sept. 1,	F. F. Walker, South Sudbury.	Mrs. Evora A. Wotton, Dover.
40	New Braintree, Sturbridge, West Brookfield,	1898 1898 1898	402,610 971,225 848,709	4 12 7	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$	225 00 300 00 225 00	375 00 500 00 375 00	1,500 00	May 20,	George K. Tufts, New Braintree.	A. C. White, West Brookfield.
41	Ayer, West Boylston,	1898 1898	1,701,405 664,942	11 7	$\frac{1}{2}$ $\frac{1}{2}$	375 00 375 00	625 00 625 00	1,650 00	July 1,	Albert W. Hinds, West Boylston.	George H. Brown, Ayer.
42	Acton, Littleton, Westford,	1898 1898 1898	1,773,350 975,885 1,653,154	10 7 16	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$	225 00 150 00 375 00	375 00 250 00 625 00	1,600 00	Sept. 1,	Waldo E. Conant, Littleton.	Charles J. Williams, Acton.
43	Medfield, Walpole,	1899 1899	1,535,150 3,686,280	7 20	$\frac{3}{4}$ $\frac{3}{4}$	300 00 450 00	500 00 750 00	1,500 00	April 1,	J. Edward Plimpton, Norwood.	Rev. Chas. H. Wil- liams, Medfield.
44	Freetown, Sunderet, Swansea,	1900 1902 1900	822,005 1,144,800 1,140,208	8 11 12	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	250 00 350 00 250 00	416 67 416 66 416 67	1,500 00	May 1,	Job Gardner, South Swansea.	Mrs. Carolyn B. Gard- ner, Swansea Centre.
45	Marion, Wareham,	1900 1900	1,577,720 3,402,554	6 21	$\frac{3}{4}$ $\frac{3}{4}$	300 00 450 00	500 00 750 00	1,500 00	June 1,	John Huxtable, Ware- ham.	A. C. Vose, Marion.
46	Holden, Oakham, Paxton, Rutland,	1900 1900 1900 1900	1,416,369 350,137 358,077 716,530	16 5 3 7	$\frac{1}{2}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$	375 00 112 50 75 00 187 50	625 00 187 50 125 00 312 50	1,600 00	Aug. 1,	Jeane Allen, Oakham.	Addie M. Holden, Holden.

\* Added in 1902.

\* Added May 16, 1906, by decree of State Board of Education.

\* Added in 1901.

\* Added in 1897.

## Union superintendencies — Continued.

Number.	UNIONS.	When formed.	Valuation May 1, 1906.	No. of schools, 1904-1905.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.	Superintendent's salary.	When union superintendent began year.	JOINT COMMITTEE.	
					Service.	Salary.				Chairman.	Secretary.
47	Ashfield, Cummington, Goshen, Plainfield, . . .	1900 1900 1900 1900	\$588,280 312,016 159,074 178,911	11 8 4 5	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$	\$312 50 187 50 93 75 156 25	\$520 83 312 50 156 25 260 42	\$1,500 00	Sept. 1,	Dr. J. E. Urquhart, Ashfield.	George B. Church, Shelburne Falls.
48	Bedford, Burlington, Lincoln, . . . Wilmington, . . .	1900 1900 1900 1900 1900	1,233,550 583,461 2,506,719 1,223,302	4 3 5 12	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	187 50 112 50 187 50 262 50	312 50 187 50 312 50 437 50	1,800 00	June 1,	Robert H. Gowing, Wilmington.	Elihu G. Loomis, Bedford.
49	Lynnfield, . . .	1900	718,707	4	$\frac{1}{10}$	75 00	125 00	1,800 00	Aug. 1,	J. Winslow Perkins, Lynnfield Centre.	Chas. E. Montague, Wakefield.
50	Amherst, . . . Pelham, . . .	1901 1901	3,599,900 197,798	18 4	$\frac{1}{2}$ $\frac{1}{2}$	600 00 150 00	— 250 00	1,800 00	April 1,	John L. Brewer, Pelham.	Albion B. Allen, Amherst.
51	Barnardston, . . . Hadley, . . . Hatfield, . . .	1901 1901 1901	421,438 1,141,126 1,394,191	6 11 8	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	180 00 330 00 240 00	300 00 550 00 400 00	1,500 00	April 15,	Henry S. Hubbard, Hatfield.	Rev. Fred S. Smith, Barnardston.
52	Blandford, . . . Huntington, . . . Montgomery, . . . Russell, . . .	1901 1901 1901 1901	426,600 566,825 143,336 613,734	7 11 5 7	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	181 03 284 49 103 45 181 03	120 66 139 65 139 97 120 66	1,500 00	July 1,	A. G. Wightman, Huntington.	A. H. Nye, Russell.
53	Avon, . . . Holbrook, . . . Randolph, . . .	1901 1901 1901	908,638 1,280,553 2,012,475	8 12 16	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	200 00 250 00 300 00	233 33 416 67 500 00	1,500 00	July 1,	Zenas A. French, Holbrook.	Charles S. Ludden, Brookville.
54	Douglas, . . . Uxbridge, . . .	1901 1901	1,175,011 2,534,955	11 23	$\frac{1}{2}$ $\frac{1}{2}$	300 00 450 00	500 00 750 00	1,650 00	Sept. 1,	Leander S. Aldrich, Uxbridge.	Augustus C. Seagrave, Uxbridge.
55	Erving, . . . Leverett, . . . Shutesbury, . . . Wendell, . . .	1901 1901 1901 1901	718,260 302,447 213,836 242,566	7 4 3 5	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	276 32 157 86 118 42 197 37	460 53 293 15 197 37 328 95	1,500 00	Aug. 1,	Arthur H. Gordon, Erving.	Mrs. J. C. Richards, Erving.

56	Loc.	1901	1902	14	$\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{2}$ $\frac{3}{4}$	360 00 180 00 180 00 90 00	600 00 250 00 250 00 150 00	1,500 00	Sept. 1,	D. M. Wilcox, Lee.	J. J. Hassett, Lee.
	Monterey,	-	-	7	$\frac{1}{2}$	271,085	250 00				
	Ola,	-	-	6	$\frac{1}{2}$	220,979	250 00				
	Tyringham,	-	-	3	$\frac{1}{2}$	241,373	150 00				
57	Hinsdale,	-	-	10	3% days.	591,257	258 62	1,500 00	May 7,	Wm. W. Pascoe Savoy.	Thos. F. Barker, Hinsdale.
	Paru,	-	-	5	1% days.	131,548	129 31	431 04			
	Savoy,	-	-	7	2% days.	172,740	181 03	215 51			
	Windsor,	-	-	7	2% days.	243,970	181 04	301 72			
58	Halifax,	-	-	5	$\frac{3}{4}$	326,186	100 00	166 67	July 1,	John M. Monroe (Bryantville), Pembroke.	John W. Cobb, Kingston.
	Kingston,	-	-	12	$\frac{3}{4}$	1,438,678	300 00	600 00			
	Pembroke,	-	-	7	$\frac{3}{4}$	953,425	250 00	416 66			
	Plymouth,	-	-	3	$\frac{1}{2}$	332,160	100 00	166 67			
59	Clarkburg,	-	-	6	$\frac{3}{4}$	255,569	250 00	416 67	Sept. 1,	Daniel Shephardson, Hancock.	F. C. Downing, Lanesborough.
	Hancock,	-	-	6	$\frac{3}{4}$	293,257	250 00	416 67			
	Lanesborough,	-	-	5	$\frac{1}{2}$	475,569	208 35	347 21			
	New Ashford,	-	-	1	$\frac{1}{2}$	53,390	41 67	69 45			
60	Dana,	-	-	5	$\frac{3}{4}$	353,402	178 57	297 62	July 1,	Willard Putnam (Cockleyville), New Salem.	Mrs. Nellie M. Brown, Dana.
	Greenwich,	-	-	3	$\frac{3}{4}$	268,015	107 14	178 56			
	New Salem,	-	-	7	$\frac{3}{4}$	314,220	285 73	476 20			
	Prescott,	-	-	5	$\frac{3}{4}$	171,837	178 57	297 62			
61	Auburn,	-	-	10	$\frac{3}{4}$	985,000	270 00	450 00	July 1,	Samuel C. Hodgkins, Sutton.	W. T. Duvall, Auburn.
	Sutton,	-	-	18	$\frac{3}{4}$	1,269,537	490 00	800 00			
62	Essex,	-	-	9	$\frac{3}{4}$	1,056,153	300 00	500 00	July 1,	George K. Knowlton, Hamilton.	Everett A. Smith, Hamilton.
	Hamilton,	-	-	8	$\frac{1}{2}$	2,924,030	150 00	250 00			
	Middleton, <sup>1</sup>	-	-	3	$\frac{1}{2}$	717,433	150 00	260 00			
	Wenham,	-	-	5	$\frac{1}{2}$	2,054,850	150 00	250 00			
63	Carver,	-	-	10	$\frac{3}{4}$	1,593,165	300 00	500 00	May 1,	F. W. J. Gerriah, North Rochester.	Chester B. Morse, Rochester.
	Lakeville,	-	-	6	$\frac{3}{4}$	625,496	225 00	375 00			
	Rochester,	-	-	6	$\frac{3}{4}$	558,750	225 00	375 00			
64	Millis,	-	-	7	$\frac{1}{2}$	718,945	250 00	416 67	Sept. 1,	Evan F. Richardson, Millis.	Edward W. Mann, Norfolk.
	Norfolk,	-	-	5	$\frac{1}{2}$	708,526	250 00	416 67			
	Westwood,	-	-	6	$\frac{1}{2}$	2,294,908	250 00	416 66			
65	Mt. Washington,	-	-	2	$\frac{3}{4}$	88,101	75 00	125 00	July 1,	Herbert W. Weaver, Mt. Washington.	Lura A. Doncaster (Hartsville), New Marlborough.
	New Marlborough,	-	-	10	$\frac{2}{5}$	574,905	285 00	475 00			
	Sheffield,	-	-	13	$\frac{2}{5}$	938,740	390 00	650 00			

<sup>1</sup> Added May 16, 1905, by decree of State Board of Education.

## Union superintendencies — Concluded.

Number.	UNIONS.	When formed.	Valuation May 1, 1906.	No. of schools, 1904-1905.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		Rate paid to each town.	Superintendent's salary.	When union superintendency year began.	JOINT COMMITTEE.	
					Service.	Salary.				Chairman.	Secretary.
66	Chesterfield, Williamsburg, Worthington.	1902 1902 1902	\$297,577 908,605 313,879	7 15 8	$\frac{1}{4}$ $\frac{2}{4}$ $\frac{1}{4}$	\$187 50 375 00 187 50	\$312 50 625 00 312 50	\$1,500 00	Sept. 1,	Wm. H. Baker, Chesterfield.	Emil H. Miller, Williamsburg.
67	Alford, Egremont, Richmond, West Stockbridge.	1902 1902 1902 1902	157,770 449,612 336,752 381,002	2 4 6 7	$\frac{3}{8}$ $\frac{4}{8}$ $\frac{7}{8}$ $\frac{3}{8}$	103 27 136 36 227 28 238 64 272 73	170 45 227 28 397 73 454 54	1,500 00	July 1,	J. B. Briggs (Egremont), Gt. Barrington, R. F. D. No. 3.	Chas. H. Dorr, Pittsfield.
68	Berkley, Dighton, Rehoboth.	1902 1902 1902	416,255 897,916 780,452	7 12 15	$\frac{4}{10}$ $\frac{7}{10}$ $\frac{9}{10}$	150 00 263 50 337 50	250 00 437 50 562 50	1,500 00	July 1,	Andrew W. Turner, Dighton.	Helen R. Strange (Assonet), Freetown.
69	Charlton, Leicester.	1902 1902	1,258,355 2,137,990	14 22	$\frac{1}{2}$ $\frac{1}{2}$	375 00 375 00	625 00	1,600 00	Sept. 1,	Jonas Bemis, Charlton Depot.	M. E. Hanley, Leicester.
70	Boxborough, Maynard, Stow.	1902 1902 1902	244,805 3,558,233 826,747	4 18 6	$\frac{7}{10}$ $\frac{9}{10}$ $\frac{9}{10}$	150 00 375 00 225 00	250 00 625 00 375 00	1,500 00	Sept. 1,	C. E. Bradford, West Acton.	Rowland P. Harriman, Maynard.
71	Conway, Deerfield, Sunderland, Whately.	1903 1903 1903 1903	672,084 1,476,560 462,608 430,545	12 13 4 6	6.4 days. 7.6 days. 3.3 days. 2.7 days.	239 63 283 88 124 87 101 62	399 88 473 13 208 12 169 37	1,500 00	June 1,	C. G. Trow, Sunderland.	Edward A. Rice, South Deerfield.
72	Agawam, Ludlow.	1903 1903	1,762,790 2,667,243	15 20	$\frac{3}{4}$ $\frac{4}{4}$	321 43 428 57	535 72 714 28	1,600 00	July 1,	Edward E. Chapman, Ludlow.	Fred A. Worthington, Agawam.
73	Granville, Sandisfield, Southwick, Tolland.	1903 1903 1903 1903	402,916 306,690 588,490 171,314	9 7 10 2	$\frac{9}{10}$ $\frac{7}{10}$ $\frac{4}{10}$ $\frac{4}{10}$	225 00 150 00 225 00 150 00	375 00 250 00 375 00 250 00	1,500 00	July 1,	B. M. Hastings, Southwick.	Mrs. Enna L. Stow, Granville.

74	Dudley, Webster.	1903	1,412,250 6,032,924	15 20	$\frac{1}{4}$ %	250 00 500 00	416 67 —	2,000 00	Aug. 1,	Spaulding Webster.	Bartlett, Webster.	R. A. Dunning, Webster.
75	Billierica, Pepperell.	1904	2,226,175 2,216,550	16 18	$\frac{1}{4}$ %	375 00 375 00	625 00 625 00	1,500 00	Sept. 1,	Fred A. Casey, Billierica.	Edgar W. Blake, East Pepperell.	
76	Belchertown, Enfield.	1904	872,150 701,810	19 7	$\frac{1}{2}$ $\frac{7}{8}$	540 00 210 00	900 00 350 00	1,500 00	Sept. 1,	William B. Kimball, Enfield.	George H. B. Green, Belchertown.	
77	Boxford, Newbury, Salisbury, West Newbury.	1905	1,091,737 1,225,767 847,445 1,047,766	7 6 8 10	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ %	150 00 125 00 125 00 300 00	250 00 208 33 208 33 500 00	1,500 00	July 1,	Chas. O. Bailey, By- field.	Parker H. Nason, West Newbury.	
78	Foxborough, Seekonk.	1905	2,114,180 1,071,400	16 9	$\frac{1}{2}$ %	450 00 300 00	750 00 500 00	1,500 00	July 1,	Prof. John F. Greene, Seekonk.	Mrs. Addie Jewett, Bemis, Foxborough.	
79 <sup>2</sup>	Ashburnham, Winchendon.	1905	922,460 3,009,775	13 25	$\frac{1}{4}$ %	250 00 600 00	416 67 833 33	1,700 00	May 16,	Frank B. Spalter, Winchendon.	Dr. E. G. Fosgate, Ashburnham.	
80	Merrimac, <sup>3</sup> Reading, Topsfield.	1906 1901 1901	1,204,832 4,983,692 1,015,930	11 23 4	1.5 days. 2.5 days. 1.0 days.	225 00 375 00 150 00	375 00 — 250 00	1,700 00	Sept. 1,	Walter S. Parker, Reading.	Alphonso T. Merrill, Topsfield.	

<sup>1</sup> For ten months only.<sup>2</sup> Union No. 79 formed May 16, 1905, by decree of State Board of Education.

Norm. — Of the foregoing unions, those numbered 27, 32, 50, 63 and 64 were authorized by special acts of the Legislature.

<sup>3</sup> Added in 1906.

## THE SCHOOL AND THE HOME.

After seventy years of effort to promote the educational interests of the Commonwealth, the problems confronting the Board of Education are more numerous and complex than those which engaged its attention during its earliest years. With the attainment of each new view point the horizon has receded. New social conditions are demanding new adjustments. To instruct and train a modern child for and by means of modern life is a social problem as well as a school problem, and to do it successfully will need the co-operation of all social forces. When the schools have done all that they can do, the work will be incomplete and unsatisfactory unless the home can be rehabilitated as a means of education.

It is encouraging to note that increasing efforts are being made, through the formation of parents' associations, to bring the schools and the homes together for the study of common problems and for mutual co-operation in child training. This should result in a more appreciative attitude on the part of parents and in more sympathetic relations between teachers and their pupils. Out of the improved conditions should come better teachers with better pay, and a generation of children better fitted for life.

Respectfully submitted,

GEORGE H. MARTIN,  
*Secretary.*

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# **FINANCIAL STATEMENTS.**

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## THE MASSACHUSETTS SCHOOL FUND.

The following statement shows the condition of the Massachusetts school fund : —

Amount of fund Jan. 1, 1906, . . . . .	\$4,880,110 66
Increase of fund during the year, under the provisions of chapter 90, Resolves of 1894, . . . . .	100,000 00
	<hr/>
Amount of fund Dec. 31, 1906, . . . . .	\$4,980,110 66
Gross income for 1906 (eleven months), . . . . .	\$227,470 35
Paid for accrued interest on securities purchased, . \$2,344 74	
Paid town of Whately, . . . . .	657 30
	<hr/>
	3,002 04
	<hr/>
Net income, . . . . .	\$224,468 31

The following table shows the amount of the principal of the Massachusetts school fund at the close of business, December 31, from 1893 to 1906, both inclusive, and the annual income for same term, as shown by the books of the Treasurer and Receiver-General : —

YEAR.	Principal.	Income.
1893, . . . . .	\$3,670,548 14	\$167,258 23
1894, . . . . .	3,770,548 14	167,210 54
1895, . . . . .	3,870,548 14	172,729 65
1896, . . . . .	3,970,548 14	175,165 64
1897, . . . . .	4,070,548 14	189,808 71
1898, . . . . .	4,170,548 14	204,612 61
1899, . . . . .	4,270,548 14	208,462 61
1900, . . . . .	4,370,548 14	213,066 18
1901, . . . . .	4,470,548 14	366,656 51
1902, . . . . .	4,570,548 14	220,731 77
1903, . . . . .	4,670,548 14	197,379 93
1904, . . . . .	4,780,110 66	211,325 58
1905, . . . . .	4,880,110 66	219,379 32
1906 (eleven months), . . . . .	4,980,110 66	224,468 31

## FINANCIAL STATEMENT OF THE BOARD OF EDUCATION.

DR.

APPROPRIATIONS FOR SUPPORT OF NORMAL SCHOOLS.

CR.

1906.		1906.	1906.	Appropriations (chapter 132, Acts of 1906), Received from the city of Fitchburg,	\$292,360 03 11,412 68
Expended for Bridgewater Normal School, . . . . .	\$45,013 57				
Expended for Fitchburg Normal School, . . . . .	38,617 68				
Expended for Framingham Normal School, . . . . .	31,125 37				
Expended for Hyannis Normal School, . . . . .	21,753 75				
Expended for Lowell Normal School, . . . . .	28,740 00				
Expended for North Adams Normal School, . . . . .	29,191 41				
Expended for Salem Normal School, . . . . .	28,270 96				
Expended for Westfield Normal School, . . . . .	28,325 89				
Expended for Worcester Normal School, . . . . .	23,496 05				
Expended for Normal Art School, . . . . .	29,037 32				
Balance unexpended, . . . . .	\$308,572 00 200 71		\$308,772 71		\$308,772 71
Bridgewater Normal School:—				Appropriation (chapter 132, Acts of 1906), . . . . .	\$45,013 86
Salaries, . . . . .	\$24,513 66				
Model school, . . . . .	7,001 67				
Wages and labor, . . . . .	4,445 83				
Buildings and grounds, . . . . .	6,734 65				

School supplies, . . . . .	1,982 77				\$45,013 86		\$45,013 86
Miscellaneous, . . . . .	334 99						
Balance unexpended, . . . . .	39						
<b>Fitchburg Normal School : —</b>							
Salaries, . . . . .	\$11,803 70					Appropriation (chapter 132, Acts of 1906),	\$27,348 00
Model school, . . . . .	15,049 86					Received from city of Fitchburg, . .	11,412 68
Wages and labor, . . . . .	3,896 18						
Buildings and grounds, . . . . .	5,215 86						
School supplies, . . . . .	1,770 93						
Lectures, . . . . .	460 00						
Miscellaneous, . . . . .	421 15						
Balance unexpended, . . . . .	143 00						
					\$38,760 68		\$38,760 68
<b>Framingham Normal School : —</b>							
Salaries, . . . . .	\$14,872 55					Appropriation (chapter 132, Acts of 1906),	\$31,125 85
Model school, . . . . .	4,354 23						
Wages and labor, . . . . .	4,232 06						
Buildings and grounds, . . . . .	6,386 08						
School supplies, . . . . .	900 12						
Lectures, . . . . .	50 00						
Miscellaneous, . . . . .	330 33						
Balance unexpended, . . . . .	48						
					\$31,125 85		\$31,125 85
<b>Hyannis Normal School : —</b>							
Salaries, . . . . .	\$8,871 45					Appropriation (chapter 132, Acts of 1906),	\$21,554 00
Model school, . . . . .	2,711 91						
<i>Amount carried forward, . . . . .</i>	\$11,583 36					<i>Amount carried forward, . . . . .</i>	\$21,554 00

## FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

Dr.

APPROPRIATIONS FOR SUPPORT OF NORMAL SCHOOLS — *Continued.*

Cr.

1906.	<i>Amount brought forward.</i>	\$11,583 36	1906.	<i>Amount brought forward.</i>	\$21,554 00
	<i>Hyannis Normal School — Con.</i>			Appropriation (chapter 907, Acts of 1906),	200 00
	Wages and labor,	1,729 51		.	.
	Buildings and grounds,	4,657 13		.	.
	School supplies,	1,015 83		.	.
	Lectures, etc.,	89 07		.	.
	Miscellaneous (including summer school),	2,678 85		.	.
	Balance unexpended,	25		.	.
		\$21,754 00		.	\$21,754 00
	<i>Lowell Normal School: —</i>			Appropriation (chapter 192, Acts of 1906),	\$28,740 00
	Salaries,	\$14,095 57		.	.
	Model school,	5,703 50		.	.
	Wages and labor,	2,586 90		.	.
	Buildings and grounds,	3,594 80		.	.
	School supplies,	2,135 90		.	.
	Lectures,	366 40		.	.
	Miscellaneous,	256 93		.	.
		\$28,740 00		.	\$28,740 00
	<i>North Adams Normal School: —</i>			Appropriation (chapter 192, Acts of 1906),	\$29,193 89
	Salaries,	\$14,336 69		.	.
	Model school,	3,887 07		.	.
	Wages and labor,	2,799 70		.	.
	Buildings and grounds,	6,502 41		.	.
	School supplies,	1,200 96		.	.
	Lectures,	79 50		.	.

Miscellaneous,	386 32				
Balance unexpended, . . .	1 24				\$29,198 89
<b>Salem Normal School : —</b>					
Salaries,	\$17,808 85			Appropriation (chapter 132, Acts of 1906), . . . . .	\$28,277 02
Model school,	2,760 90				
Wages and labor,	2,652 72				
Buildings and grounds,	2,606 64				
School supplies,	2,110 87				
Lectures,	177 50				
Miscellaneous,	263 25				
Balance unexpended, . . .	6 79				\$28,277 02
<b>Westfield Normal School : —</b>					
Salaries,	\$11,183 34			Appropriation (chapter 132, Acts of 1906), . . . . .	\$28,325 89
Model school,	5,344 17				
Wages and labor,	3,372 68				
Buildings and grounds,	5,697 74				
School supplies,	2,156 00				
Lectures, etc.,	274 68				
Miscellaneous,	297 28				
<b>Worcester Normal School : —</b>					
Salaries,	\$14,391 19			Appropriation (chapter 132, Acts of 1906), . . . . .	\$23,496 70
Model school,	2,199 89				
Wages and labor,	1,292 17				
Buildings and grounds,	3,189 63				
School supplies,	2,016 48				
Lectures, etc.,	54 45				
Miscellaneous,	412 24				
Balance unexpended, . . .	65				\$23,496 70

## FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

DR.

CR.

APPROPRIATIONS FOR SUPPORT OF NORMAL SCHOOLS — *Concluded.*

1906.			1906.	Appropriation (chapter 132, Acts of 1906), . . . . .	\$29,084 82
	Normal Art School:—				
	Salaries, . . . . .	\$22,742 07			
	Wages and labor, . . . . .	2,316 82			
	Buildings and grounds, . . . . .	2,767 87			
	School supplies, . . . . .	313 49			
	Lectures, etc., . . . . .	525 00			
	Miscellaneous, . . . . .	372 07			
	Balance unexpended, . . . . .	47 50			
					\$29,084 82

## SALARIES.

1906.			1906.	Appropriation (chapter 132, Acts of 1906), . . . . .	\$15,583 33
	George H. Martin, secretary, . . . . .	\$4,125 00			
	John T. Prince, agent, . . . . .	2,291 67			
	G. T. Fletcher, agent, . . . . .	2,291 67			
	J. W. MacDonald, agent, . . . . .	2,291 66			
	Walter Sargent, agent, . . . . .	2,291 66			
	A. C. Blake, chief clerk, . . . . .	916 67			
	E. E. Elwell, clerk, . . . . .	770 00			
	George H. Varney, . . . . .	549 97			
	Balance unexpended, . . . . .	65 03			
					\$15,583 33

## APPROPRIATION FOR TRAVELLING EXPENSES OF AGENTS.

1906.		1906.	1906.	Appropriation (chapter 132, Acts of 1906), . . . . .	\$1,833 33
Paid :—					
John T. Prince, . . . . .	\$307 93				
J. W. MacDonald, . . . . .	412 81				
G. T. Fletcher, . . . . .	137 88				
Walter Sargent, . . . . .	412 70				
Balance unexpended, . . . . .	562 01				
			\$1,833 33		\$1,833 33

## APPROPRIATION FOR AID TO NORMAL PUPILS.

1906.		1906.	1906.	Appropriation (chapter 132, Acts of 1906), . . . . .	\$4,000 00
Amounts paid :—					
Bridgewater Normal School, . . . . .	\$558 14				
Fitchburg Normal School, . . . . .	124 03				
Framingham Normal School, . . . . .	294 57				
Hyannis Normal School, . . . . .	217 06				
Lowell Normal School, . . . . .	46 51				
North Adams Normal School, . . . . .	170 54				
Salem Normal School, . . . . .	31 01				
Westfield Normal School, . . . . .	480 62				
Worcester Normal School, . . . . .	77 52				
Balance unexpended, . . . . .	2,000 00				
			\$4,000 00		\$4,000 00



## FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

DR.	APPROPRIATION FOR INCIDENTAL EXPENSES.				CR.
	1906.		1906.	Appropriation (chapter 132, Acts of 1906), . . . . .	
	Amounts paid for: —				\$1,833 33
	Expressage, . . . . .	\$300 57			
	Printing, . . . . .	386 85			
	Postage, . . . . .	237 86			
	Stationery, . . . . .	146 77			
	Typewriter, . . . . .	72 25			
	Binding, . . . . .	45 63			
	Books, periodicals, etc., . . . . .	46 15			
	Advertising, . . . . .	37 50			
	Newspaper clippings, . . . . .	27 90			
	Telephones, . . . . .	16 75			
	Balance unexpended, . . . . .	515 10			
			\$1,833 33		\$1,833 33

## APPROPRIATION FOR EXPENSES OF MEMBERS OF THE BOARD.

	1906.		1906.	Appropriation (chapter 132, Acts of 1906), . . . . .	\$916 66
1906.	Amounts paid: —				
Feb. 2,	Joel D. Miller, . . . . .	\$13 97			
Feb. 26,	C. Q. Richmond, . . . . .	31 32			
June 2,	A. E. Winship, . . . . .	7 00			
June 15,	A. C. Boyden, visits to normal schools, . . . . .	207 00			
26,	Kate Gannett Wells, . . . . .	45 65			
Oct. 5,	J. D. Miller, . . . . .	40 10			
Oct. 17,	G. I. Aldrich, . . . . .	67 87			

Nov. 27,	C. Q. Richmond, ..	54 97	
28,	Kate Gannett Wells, ..	30 91	
Dec. 14,	Ella Lyman Cabot, ..	5 81	
	Balance unexpended, ..	412 06	
			\$916 66

## APPROPRIATION FOR 'TEACHERS' INSTITUTES.

1906.	Paid for instructors and expenses of Institutes at Amherst, Athol, Ayer, Barre, Danvers, Gloucester, Hyannis, Hyde Park, Montague, Newburyport, North Adams, North Attleborough, Palmer, Rockland, Shelburne Falls, Somers, Southbridge, Westborough and Westfield, . . . . .	\$1,729 89		1906.	Appropriation (chapter 132, Acts of 1906), . . . . .	\$2,000 00
	Balance unexpended, . . . . .	\$70 11	\$2,000 00			\$2,000 00

### APPROPRIATION FOR REGISTERS AND BLANKS.

1906.		1905.	1904.	Appropriation (chapter 132, Acts of 1906),	
	Paid for 11,800 school registers,	\$650 05			
	for school return blanks,	87 38			
	for census blanks,	238 31			
	for expresse,	98 50			
	Balance unexpended,	125 81			
			\$1,200 00		\$1,200 00

## FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

DR.	APPROPRIATION FOR EDUCATION OF ADULT BLIND.				CR.
	1906.		1906.	Appropriation (chapter 192, Acts of 1906),	
	Expended for teachers and their travelling expenses, . . .	\$3,647 71			\$4,583 34
	Balance unexpended, . . .	935 63			\$4,583 34

## APPROPRIATION FOR EDUCATION OF DEAF CHILDREN.

1906.		1906.	Appropriation (chapter 192, Acts of 1906),	Deficiency, . . .
May 27,	Amounts paid as follows: — Boston School for the Deaf: 84 pupils, half year ending Jan. 31, 1906, . . .	\$10,166 66		\$79,750 00
Mar. 7,	American School for the Deaf: 50 pupils, quarter ending Feb. 28, 1906, . . .	3,125 00		10,316 45
9,	Clarke School for the Deaf: 111 pupils, quarter ending March 31, 1906, . . .	8,184 83		
12,	Sarah Fuller Home: 10 pupils, quarter ending Jan. 1, 1906, . . .	572 19		
Apr. 2,	Horace Mann School: 151 pupils, Feb. 1 to July 1, 1906, . . . Transportation, Nov. 15, 1906, to Feb. 15, 1906, . . .	9,287 17 1,065 39		

7,	Sarah Fuller Home: 10 pupils, quarter ending March 31, 1906, . . . . .	625 00		
9,	Clarke School: 110 pupils, quarter ending June 30, 1906, . . . . .	7,981 26		
23,	Sarah Fuller Home: Classes in defective speech, . .	62 00		
June 12,	Boston School: 87 pupils to June 20, 1906, . .	10,583 36		
13,	Horace Mann School: Transportation to May 15, 1906,	1,063 41		
July 14,	Clarke School: 112 pupils, quarter ending Sept. 30, 1906, . . . . .	8,055 72		
17,	Sarah Fuller Home: 12 pupils, quarter ending July 1, 1906, . . . . .	709 39		
18,	American School: Clothing to July 1, 1906, . .	318 55		
Aug. 20,	American School: 49 pupils, quarter ending May 31, 1906, . . . . .	3,062 50		
Oct. 11,	Sarah Fuller Home: 13 pupils, quarter ending Sept. 30, 1906, . . . . .	568 35		
	Horace Mann School: 140 pupils, Sept. 1, 1906, to Feb. 1, 1907, . . . . .	8,448 17		
	<i>Amount carried forward, . .</i>	<b>\$73,878 95</b>	<i>Amount carried forward, . .</i>	<b>\$90,086 45</b>

## FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONCLUDED.

DR.	APPROPRIATION FOR EDUCATION OF DEAF CHILDREN — <i>Concluded.</i>	1906.	1906.	Amount brought forward,	CR.
1906.	<i>Amount brought forward,</i> . . .	\$73,878 95			\$90,066 45
Oct. 18,	American School: 52 pupils, quarter ending Sept. 1, 1906, . . .	3,250 00			
Nov. 8,	Perkins Institution: Cora Crocker, deaf, dumb and blind, Oct. 1, 1905, to Sept. 30, 1906, . . .	700 00			
19,	Nellie Winitzky, deaf, dumb and blind, Oct. 1, 1905, to Sept. 30, 1906, . . .	700 00			
Dec. 21,	Clarke School: 108 pupils, quarter ending Dec. 31, 1906, . . .	8,100 00			
	American School: 53 pupils, quarter ending Jan. 31, 1907, . . .	3,437 50	\$90,066 45		\$90,066 45

C. B. TILLINGHAST, *Treasurer.*

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## APPENDICES.

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**APPENDIX A.**

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**REPORT OF JOHN T. PRINCE,**

**AGENT OF THE BOARD.**

**SUPERINTENDENTS OF SCHOOLS, CONSOLIDATION OF SCHOOLS, SCHOOL  
REVENUES, SCHOOL DELINQUENTS AND THEIR TREATMENT,  
INCLUDING STATISTICS RELATING TO COUNTY  
TRUANT SCHOOLS.**

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# REPORT.

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*To the Board of Education.*

My duties during the past year have been, in the main, along the following lines: (1) inspecting schools and the work of superintendents, chiefly in the union supervisory districts; (2) organizing teachers' institutes, and taking part in them and in other educational meetings; (3) visiting rural towns for the purpose of adjusting differences between the people and the school authorities, mainly on account of the consolidation of schools and the conveyance of pupils; and (4) visiting the special schools that are supported wholly or partly by the State, including truant schools, reformatories, and schools for deaf-mutes, for the blind and for the feeble-minded.

## THE WORK OF UNION SUPERINTENDENTS.

The present plan of skilled supervision for the schools of the smaller or poorer towns was begun eighteen years ago, and five years ago it was made universal and compulsory. Sufficient opportunity has thus been afforded to fully test its usefulness as a means of improving the schools of the country towns. That there has been little or no improvement of the schools under this system in a few places must be admitted; but that in a large majority of the towns the schools have made within the past few years a marked improvement which can be attributed directly to improved supervision is beyond question.

The conditions favorable to the greatest success of the schools in a union district are: (1) the employment of an active and thoroughly competent superintendent; (2) the employment of well-trained teachers; and (3) the cordial support of the superintendent by the school committee and the people. When these conditions exist, the success of the schools is assured.

*The Efficiency of Superintendents.* — The likelihood of securing the first of the favorable conditions named above is promoted by a provision of the law that no one can be elected to the position of union superintendent who does not hold

a certificate of fitness and competency from the State Board. One means employed by the Board of determining the fitness of persons for the position of superintendent is an examination of candidates, which takes into account not only what they know of the theory of school management and supervision, but also what they have done as teachers and supervisors. In addition to all this, the successful candidates are subjected to the further and far more difficult test of an inspection of their work by the secretary or the agents of the State Board before a three or five years' certificate is given.

Three examinations of candidates for the superintendency have been held, and, out of 101 persons examined, only 44 have received certificates. If the high standard of certification which such examinations show is maintained, and if the inspection and reports of agents of the Board respecting the actual work done in the schools are at all what they should be, it would seem that all needed precautions are taken to secure the most competent persons for the work.

While it is true, as has been said, that a few of the union superintendents in present service are not accomplishing what we had a right to expect from them, it may be said truly that the great body of them are doing well. Their efficiency I have realized as I have compared the schools as they are to-day with the same schools as they were a dozen or fifteen years ago. The activity and interest of these superintendents are shown by the improved courses of study which they make, by the syllabuses of plans and suggestions which they send to the teachers, by the local teachers' meetings which they hold, and by the discriminating help and support which they give to individual teachers.

The interest of this body of superintendents in their work is also shown by the frequent and regular conferences which they hold among themselves. In nearly all parts of the State groups of from six to thirty superintendents meet regularly as often as once a month, for the purpose of discussing the practical questions connected with their work. The practical character of these discussions is shown by the following subjects, which have recently been under consideration by one of the groups: (1) reading; (2) the qualifications of a good teacher; (3)

criticisms I have made to my teachers. These meetings were held once a month on Saturday, and were attended by about six superintendents.

Another and larger group of superintendents have discussed the following subjects: (1) industrial education (two meetings); (2) moral culture in the school; (3) the financial side of school administration; (4) experiences with class and individual teaching; (5) relations of the superintendent and committee. The plan of this group is sometimes to have a speaker from abroad, and at other times to have a free expression of opinion among themselves.

Another evidence of the superintendent's efficiency and interest is the holding regularly of local teachers' meetings. This is a difficult matter in country towns, in which the distance for teachers to go to a meeting is often three or four miles. In most of the superintendency districts several meetings of teachers were held during the past year, some of them being intended for all the teachers of the district, and some for the teachers of a single town. One superintendent who brings all the teachers of his district together several times a year writes as follows:—

Last year I held in all five (union) teachers' meetings, and have held two thus far this year. Another will be held within two weeks.

The meetings were opened by criticisms and suggestions from the superintendent, occupying perhaps forty-five minutes. This was followed by questions and discussions on statements and suggestions made. The subjects discussed in the last two meetings were: methods in reading; methods in spelling; methods in writing; question method and topical method; art of questioning; incentives, artificial and natural; recent legislation; professional teaching; suggestions in history and geography.

This was followed by papers from teachers upon the following subjects: criticism of the Ward system of reading; how to keep children busy when not reciting; manners and morals; saving time.

Work done in the different schools was on exhibition.

Another superintendent, who holds meetings in each town of his district, gives the following brief account of them:—

I hold five meetings during the year in each town,—two in the fall and spring term and one in the winter term. The same topic is taken up in all the towns. Our teachers are so scattered that I have not

thought it wise to hold more frequent meetings. Occasional group meetings are also held, for discussion of work in particular grades.

I intend to have some study of topics precede the meetings. I usually have a mimeograph outline to direct the study, and teachers prepare notes of the meetings for my inspection. Subjects of vital practical importance are chosen. I have not thought it wise to do anything with subjects not vitally related to every-day schoolroom work. It is intended to make the meetings real conferences, though I try to impress my ideas so that they may be embodied in practice.

With this report of local meetings were sent samples of mimeograph outlines referred to. They were upon practical lines of school work, each outline covering several pages.

It is in such ways as these that the superintendent shows an intelligent interest in his work, but the fullest test of his efficiency and ability to improve the schools lies in what he is able to see and do in the schools themselves. If, as is sometimes the case, the superintendent simply visits the schools in a purposeless way, taking no note of either the strong or weak points which he sees or ought to see, and bringing neither help nor support to the teachers in their work, the schools are not likely to be improved by anything he does in the way of planning work or giving directions.

It is true that in this work of inspection and assistance the superintendent may be misunderstood even by the teachers themselves. The keenest observers are frequently not those who talk most freely of what they see, and the wisest judgments are not always those which find most frequent expression. The way, too, of one superintendent in observing and helping cannot be the way of another, even though they are equally wise. It is for this reason, and because a mistaken decision in regard to a superintendent's ability may work an irreparable injury to him, that the greatest care should be taken in passing judgment upon his work, and that the testimony of one person or even of two persons should not be regarded as final in case the judgment is unfavorable. Of all the varied duties of an agent of the Board, there is none more delicate and trying than that of ascertaining and reporting upon the work of a superintendent who is in a certain sense on probation. The duty is all the more trying, when, as is sometimes the case, the superintendent is in every way worthy except in the professional details of his work.

*Teachers.* — One direct result of the new plan of supervision in country towns is the improved character of the teaching force. There are at present many towns of the superintendency unions in which a majority of the teachers are graduates of a State normal school. Twenty years ago these same towns were employing only untrained teachers, and frequently teachers who had not any education beyond the schools in which they were teaching.

Graduates of colleges also are found as teachers of elementary schools in greater numbers than formerly. These changes are quite as great in the poorer and more sparsely settled communities as in the larger and richer towns.

It is true that the increased grant from the State has enabled the towns to pay higher salaries, and so to employ a higher grade of teachers than formerly; but the increased disposition to do so has been brought about largely, I believe, through the efforts or advice of the superintendents.

*Co-operation and Support.* — The third condition named as essential to the greatest success of the schools in a supervisory union is the support of the superintendent by the school committee and people. When the highest welfare of the schools is so clearly seen to depend upon the cordial co-operation of all concerned, it is most amazing to find in some places not only that there is lack of co-operation with the superintendent on the part of the school committee and people, but that in some cases the superintendent is not even permitted to perform those duties for which skilled supervision was primarily established. One union superintendent tells me that in one of his towns he has absolutely nothing to say in the choice of teachers, and that in another town he is not permitted to close the schools for an afternoon, to permit the teachers to attend a teachers' meeting. Another superintendent says that, at a recent election of school committee in one of the towns, one of the issues made was the enforcement or non-enforcement of the school attendance law, and that the man finally won who promised to oppose the superintendent in his efforts to comply with the law.

Happily there are few of such instances of a complete violation of the spirit of the law establishing skilled supervision; but there are enough instances of that kind to raise the ques-

tion whether the schools or children in any part of the Commonwealth should be permitted to suffer from the mistakes either of the school committee or of the people. The most immediate and apparent correction of the difficulty would be to give by law to the superintendent certain powers and duties, for the performance of which he would be held responsible.

#### CONSOLIDATION OF SCHOOLS.

An unusual number of complaints have recently been made in relation to the consolidation of schools and the conveyance of pupils. This does not mean that consolidation is less in favor now than formerly, but that the plan of consolidation in some towns has been carried so far as to make its further extension a question. When a school is reduced to four or five pupils, and the distance to another school is not very great, there is generally little fault found with the school committee for closing the smaller school, especially if the children are provided with conveyance the entire distance from the home to the school; but if the conveyance offered is but a portion of the way, and the distance to be walked is half a mile or more, or if the distance for riding is very great, there is thought to be hardship, and complaint is made. Sometimes the feeling is so strong that the courts are appealed to for redress. In some instances the difference between the distance that some children must walk to school and the distance that other children are carried at public expense is so slight as to cause some feeling of doubt as to whether full justice is done. This feeling is especially likely to exist if the walking and riding pupils happen to be near neighbors.

The wish is sometimes expressed that a law could be made, prescribing a maximum distance for pupils to walk to school. In the absence of such a law, we are often asked to set the limit for the guidance of committees. But it can readily be seen that for conditions in this State the setting of a fixed limit for walking would be inadvisable. The walk of a mile and a half or even of two miles and a half for a rugged boy of fourteen might be less burdensome than a walk of half the distance for a young or weak child. Again, the character of the way and the question of numbers must be taken into account in consid-

ering the distance which may be walked. No considerate committee would oblige a young girl to walk alone in a way frequented by tramps, while other children under other circumstances might be asked to walk a long distance.

In trying to arbitrate differences between school authorities and parents in the matter of the conveyance of pupils, I have urged the consideration of each case on its merits. In a number of instances I have walked over the proposed road, for the purpose of ascertaining the difficulties or dangers which the children had to meet in getting to school. In most cases the recommendations offered have been accepted by both parties, and questions of difference, for the time being at least, have been dropped.

#### SCHOOL REVENUES.

Efforts have been made in recent years to equalize conditions in such a way as to make the maintenance of good schools possible in all parts of the Commonwealth without lessening local effort or without making the local tax too burdensome, and in a good degree these efforts have been successful. But it is plainly to be seen that unequal conditions still exist. There are towns which, even with half of the expense of the schools borne by the State, are unable to pay their teachers more than seven or eight dollars a week; and there are also towns of equal size that have so much of a surplus occasioned by the accumulated receipts from the State that they are at a loss to know how it can be expended. Again, there are larger towns of low valuation which have no State aid, and which are unable to keep up to the steady advance made in the salaries of teachers in the State at large. This demand for increased appropriations is strengthened by the constantly urged necessity of lessening the number of pupils to a teacher. The pressure for larger appropriations, therefore, becomes greater each year, until the question becomes a vital one in some places as to how the schools can be kept up to a high standard and the tax rate at the same time be kept within a reasonable limit.

To accomplish these ends, two things appear to be needed: (1) a larger State grant, from which more assistance to needy towns may be given; and (2) such a distribution of State funds as to make the grant to every town both adequate and equitable.



The first of these objects is simply enough attained by increasing the State fund. The second object is not so easily attained. The present plan of distribution of State funds is probably as equitable as any general plan could be. A better method would be to consider by itself the grant to each town needing assistance. That evidently is a difficult matter, and can be done only by a special board or commission constituted for the purpose. To fit the needs of changing conditions, it might be necessary to revise the schedule of State grants every five years.

#### SCHOOL DELINQUENTS AND THEIR TREATMENT.

When we consider that much of the crime committed is directly traceable to conditions which exist in childhood and youth, we are impressed with the importance of taking such precautions in early education as will prevent as far as possible tendencies to wrong-doing of every kind. The State, for prudential and pecuniary considerations alone, does well to look with greatest concern after those children who show signs of lawlessness or immorality. This Massachusetts does in various ways. For the more serious youthful offenders there are maintained by the State the Lyman School for Boys in Westborough and the Industrial School for Girls in Lancaster; and a placing-out system, by which children are put into homes, generally in the country, all over the State. By these means hundreds of children and youth are carefully protected and trained during minority, many of them being provided with means of self-support when they go out into the world.

For those children whose offences against law and order are clearly traceable to mental or physical defects, the School for the Feeble-minded in Waltham is maintained. Here those who are likely to be a menace to the community are kept during their lifetime. Employment in the shop or house or on the farm is provided for these unfortunates, thus making their lives happier, and preventing in good time the disorders which would be sure to arise if they were left unaided.

For those delinquents whose offences are in any way connected with the school, the State provides for the maintenance of truant or parental schools, to be established and supported by the counties. These school delinquents are named in the

law as habitual truants, habitual absentees and habitual school offenders.

It is of this latter class of delinquents and their training that I would like to treat somewhat at length, partly for the purpose of reporting upon present conditions, and partly for the purpose of presenting some suggestions for improving present conditions.

*School Delinquents described.* — By an habitual truant as defined by law is meant a child between seven and fourteen years of age, who wilfully and habitually absents himself from school contrary to the provisions of a law which obliges him to attend school the entire time the public day schools are in session.

By an habitual absentee is meant a child between seven and sixteen years of age, who may be found wandering about in the streets or public places of any city or town, having no lawful occupation, habitually not attending school, and growing up in idleness and ignorance.

By an habitual school offender is meant a child under fourteen years of age, who persistently violates the reasonable regulations of the school which he attends, or otherwise persistently misbehaves therein so as to render himself a fit subject for exclusion therefrom.

*Correctives provided by Law.* — All the delinquents named above may be committed to truant schools by a court or magistrate, upon complaint by a truant officer. The terms for which truants are committed are now generally indeterminate, the county commissioners being authorized under certain conditions to release children on parole or to discharge them from custody.

The responsibility of parents and guardians in respect to school attendance is made manifest by the law which authorizes the imposition of a fine upon them if they fail to keep their children in school. Persons are also liable to a fine who induce or attempt to induce a child of school age to be absent from school, or who employ or harbor a child while school is in session.

Of these two means for correcting truancy and school absenteeism recognized by law, — that of proceeding directly

against the child and that of proceeding against the parent and employer, — the first is practically the only one at present resorted to. How differently this law is interpreted and enforced in the State at large is shown in what follows.

The following tables show the location of the various truant schools and the places from which the pupils are committed: —

*Table showing the name and location of each truant school and the name of its superintendent.*

COUNTY TRUANT SCHOOLS.	Location.	Superintendent.
Essex, . . . . .	Lawrence, . . . .	W. Grant Fancher.
Hampden, . . . . .	Springfield, . . .	Erwin G. Ward.
Middlesex, . . . . .	North Chelmsford, .	M. A. Warren.
Norfolk, Bristol and Plymouth,	Walpole, . . . . .	James H. Craig.
Suffolk <sup>1</sup> (Boston Parental), .	West Roxbury, . .	D. P. Dame.
Worcester, . . . . .	Oakdale, . . . . .	F. L. Johnson.

<sup>1</sup> Under the law, commitments from Chelsea, Revere and Winthrop in Suffolk County must be to the truant school for the county of Middlesex.

The counties of Barnstable, Berkshire, Dukes, Franklin, Hampshire and Nantucket are exempted by law from maintaining truant schools of their own, but the county commissioners of each of these counties are required to assign an established truant school as a place of commitment for habitual truants, absentees and school offenders. The places designated by the several commissioners are as follows: —

COUNTY.	Location of assigned truant school.	COUNTY.	Location of assigned truant school.
Barnstable, . . . .	Monson, . . . . .	Franklin, . . . . .	North Chelmsford.
Berkshire, . . . . .	Springfield, . . .	Hampshire, . . . .	North Chelmsford.
Dukes, . . . . .	Walpole, . . . . .	Nantucket, . . . .	—

## PLACES FROM WHICH PUPILS ARE COMMITTED.

*Essex County School.*

Lynn, . . . . .	39	Manchester, . . . . .	1
Haverhill, . . . . .	7	Saugus, . . . . .	1
Salem, . . . . .	7 <sup>1</sup>	Beverly, . . . . .	9
Peabody, . . . . .	1	Marblehead, . . . . .	2
Lawrence, . . . . .	29	Georgetown, . . . . .	1
Gloucester, . . . . .	3		

Number of towns in the county unrepresented at the present time, . . . . . 23

*Hampden County School. (Assigned school for Berkshire County.)*

Springfield, . . . . .	11	Holyoke, . . . . .	4
Pittsfield, . . . . .	5	North Adams, . . . . .	1

Number of towns in Hampden County unrepresented, . . . . . 21

Number of towns in Berkshire County unrepresented, . . . . . 30

*Middlesex County School. (Assigned school for Franklin and Hampshire counties; also assigned school for Chelsea, Revere and Winthrop, in Suffolk County.)*

Lowell, . . . . .	63	Winchester, . . . . .	2
Cambridge, . . . . .	51	Marlborough, . . . . .	1
Somerville, . . . . .	10	North Reading, . . . . .	1
Chelsea, . . . . .	9	Holliston, . . . . .	1
Waltham, . . . . .	4	Groton, . . . . .	1
Newton, . . . . .	2	Reading, . . . . .	1
Melrose, . . . . .	2	Medford, . . . . .	1
Malden, . . . . .	2	Stoneham, . . . . .	1
Ware, . . . . .	2	Wilmington, . . . . .	1
Watertown, . . . . .	2		

Number of towns in Middlesex County unrepresented, . . . . . 37

Number of towns in Suffolk County unrepresented, . . . . . 2

Number of towns in Hampshire County unrepresented, . . . . . 23

Number of towns in Franklin County unrepresented, . . . . . 26

## UNION SCHOOL FOR THREE COUNTIES.

*Bristol County.*

New Bedford, . . . . .	20	Rehoboth, . . . . .	1
North Attleborough, . . . . .	2	Taunton, . . . . .	7
Fall River, . . . . .	16		

Number of towns in Bristol County unrepresented, . . . . . 15

<sup>1</sup> In Plummer Farm School.

*Norfolk County. (Assigned school for Dukes County.)*

Brookline, . . . . .	8	Walpole, . . . . .	1
Weymouth, . . . . .	1	Norwood, . . . . .	1
Wellesley, . . . . .	1	Canton, . . . . .	1
Hyde Park, . . . . .	1		

Number of towns in Norfolk County unrepresented, . . . . . 22

*Plymouth County.*

Brockton, . . . . .	5	Whitman, . . . . .	1
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Number of towns in Plymouth County unrepresented, . . . . . 25

The county commissioners of Franklin and Hampshire counties, as required by law, have assigned the North Chelmsford School as the place for the commitment of truant absentees and school offenders, and Barnstable County and Dukes have assigned Monson and Walpole, respectively, but no child is reported to have been committed from those counties.

The county commissioners of Nantucket County are also required by law to assign a place for the commitment of school delinquents, but so far as I can learn they have not done so, and no child has been committed in recent years from that county.

The Worcester County School has made no returns of attendance.

It will thus be seen that in 295 towns and cities, not counting Worcester County, 246 towns have not been represented in any school during the past year. It is difficult to believe that all the boys of these counties who need correction for any of the offences named in the law of school delinquency are found only in 49 towns and cities. These towns and cities, it is true, include most of the cities and many of the largest towns, but they do not include such places as Attleborough, Chicopee, Everett, Framingham, Newburyport, Northampton, Plymouth, Wakefield, Westfield and Woburn, all of which have more than 10,000 inhabitants. Nor do they include 30 or more towns which have from 5,000 to 10,000 inhabitants. But troublesome absentees are not confined to the schools of the larger places. Those who are most familiar with the conditions of school attendance in country towns will hardly be willing to admit that there are no habitual absentees there, or that extraordinary means are not needed to secure full conformity to the law.

All this does not prove that boys should be sent from all places

to a truant school, but it shows that the towns and cities of the Commonwealth are not equally awake to the importance of keeping the children in school, and of enforcing the law against truants and school absentees.

*Present Institutional Conditions.*—The following tables show the number of boys in attendance upon the various schools, and the offences for which they were committed:—

*Table showing the number of pupils attending, and number of pupils admitted and discharged during the year.*

LOCATION OF COUNTY SCHOOLS.	Number at beginning of year.	Number admitted during the year.	Number discharged during the year.	Number at close of the year.
Lawrence, . . . . .	75	39	21	93
Springfield, . . . . .	29	16	4	41
North Chelmsford, . . . . .	148	90	19	219
Walpole, . . . . .	39	51	29	61
West Roxbury, . . . . .	265	221	243	243
Oakdale, <sup>1</sup> . . . . .	45	30	31	44
Totals, . . . . .	601	447	347	701

*Table showing the number of children committed to truant schools as habitual truants, absentees and school offenders, and the number released for various reasons, during the year.*

LOCATION OF COUNTY SCHOOLS.	NUMBER COMMITTED DURING THE YEAR.			NUMBER RELEASED DURING THE YEAR.		
	As habitual truants.	As habitual absentees.	As school offenders or delinquents.	At expiration of term.	On probation and pardoned.	Sent to Lyman school.
Lawrence, . . . . .	37	2	—	10	11	—
Springfield, . . . . .	13	2	1	4	20	—
North Chelmsford, . . . . .	82	1	5	19	61	1
Walpole, . . . . .	44	1	6	19	10	—
West Roxbury, . . . . .	194	11	164	17	226	1
Oakdale, <sup>1</sup> . . . . .	30	—	—	23	8	—
Totals, . . . . .	401	17	176	92	336	2

<sup>1</sup> Statistics taken from returns of the previous year.

The length of time during which boys remained in the various schools is shown by the following table:—

*Table showing the time of service of boys in the various schools.*

SCHOOLS.	Longest time served by any pupil (months).	Shortest time served by any pupil (months).	Average time of service (months).
Lawrence, . . . . .	24	3	18
Springfield, . . . . .	20	4.5	11.8
North Chelmsford, . . . . .	26	13	16
Walpole, . . . . .	24	4	14
West Roxbury, . . . . .	28.5	1.9	13

But little change has been made in any of the external conditions of the various schools since my last report. The new building for the Essex County School, referred to in that report, is well under way, and will soon be ready for occupancy. No provision is made in this building for industrial training rooms; but it is hoped that a portion of the old building will be put to such use when the new building is finished and occupied.

The temporary buildings at the West Roxbury school are still occupied for school purposes, with no immediate prospect of a change for the better. An extension of this school is to be made soon by providing accommodations for girl truants. A building about half a mile from the boys' buildings is now being fitted up for the purpose, and will accommodate from 15 to 20 girls. If present plans are carried out, it will be admirably suited to the purpose intended.

The course followed in the schools is not unlike the courses found in many cities and towns of the Commonwealth where the main emphasis is placed upon the three "R's," and where there is a close adherence to the text-book. The teaching also may be said to compare favorably with what may be found in many places. In saying that the school work is fair in most of the schools and in some of them good, I am, I believe, doing the teachers full justice. But it should be better than it is. There is every reason why these special schools should be supplied with

teachers whose personal influence and teaching are uniformly of the highest order. It would of course be expensive to put such teachers in all the schools, but the extra money spent might be saved many times over in decreased court and prison expenses.

Another means of prevention should be used, — one that has been spoken of many times in the reports of the agents of the Board, — and that is, more manual or industrial training. To keep these boys in an institution for months and years, and send them out with no industrial skill in any particular direction, and with no desire to acquire it, is a shameful neglect of a great opportunity. The following table shows the number of hours spent daily by the boys in their various occupations. The housework referred to is too frequently of the same kind for months together, — like scrubbing the floor, washing dishes, and laundry work. This work, of course, should be done by the boys, but it should be reasonable in amount, and as far as possible be varied from month to month.

*Table showing the average number of hours spent daily in various occupations.*

COUNTY SCHOOLS.	Household and outdoor duties.	School duties except manual training.	Manual training (average).	Meals and recreation.
Lawrence, . . . .	5½-6 <sup>1</sup>	3	—	5½-6
Springfield, . . . .	3	4½	½	6
North Chelmsford, . . .	1½-5	3-5½ <sup>2</sup>	1	4½-5½
Walpole, . . . .	5	4½	—	4
West Roxbury, . . . .	0-5 <sup>3</sup>	4½	½	1-5

<sup>1</sup> Older boys.

<sup>2</sup> The younger boys have no household duties.

<sup>3</sup> The youngest boys have two sessions.

*Suggestions for Improvement.* — If I were to make suggestions along present lines of organization and practice, I could do no better than to repeat the summary of suggestions made in my last report, which was as follows: —

1. The appointment of one or more State attendance officers, with a view of apprehending violators of the law in all parts of the State.
2. The inspection and separation of offenders, with a view of proper



protection and correction. This applies especially to the feeble-minded and "moral imbeciles."

3. An extension of the probation system, by the employment of special probation officers and visitors, such as are now employed in connection with the Lyman and Industrial Schools.

4. The maintenance of external conditions in all detention schools, by which the children may have the protection of a good home and proper facilities for abundant and varied industrial training.

5. A unifying of the schools to the extent of providing expert supervision and instruction, with a view of protecting weak and innocent children, and of correcting as far as possible all tendencies to criminality.

These recommendations are quite in accord with a report to the Legislature made in 1896 by Agent Geo. A. Walton, under the direction of the State Board of Education. In this report the following statements were made in recapitulation, based upon the most careful investigation of school attendance and truancy in the Commonwealth:—

I. There is a considerable number of children in the Commonwealth—above 5 per cent., by estimate—that fail, from parental neglect and truancy, to obtain the amount of schooling required by law.

II. The legal means for enforcing the laws in regard to compulsory attendance and truancy are inadequate or inoperative in small towns, largely because they depend for their enforcement upon local officers.

If the estimate contained in the first statement is correct, and if the conditions of school attendance are no different now from what they were ten years ago, there are at present upwards of 18,000 children of compulsory school age who fail to comply with the law. Upon the supposition that only one fifth of such children need to be apprehended by law, there would be in the truant schools more than six times the number of children that are now there. To provide for such a number, there would have to be either an extension of present accommodations, or the adoption of a plan of probation such as is indicated in the third recommendation given above.

A plan of control, involving all the features of administration suggested, would be difficult to adjust to present conditions; but such a plan could doubtless be devised and administered by a special board or commission, like that of the trustees for

the Lyman and Industrial Schools, or like that of the directors of the Children's Aid Society.

*Radical Reforms needed.* — In what I have said thus far I have assumed that whatever changes are made should be based upon present conditions. It may generally be best to build upon the results of past experience; but the more I consider the whole question of delinquents and their treatment, the more I am convinced that new lines of effort must be entered upon before satisfactory results are attained.

The importance in all reforms of removing the causes of possible wrongs before the wrongs appear is now universally recognized, and in no reforms should this principle be more diligently applied than in preventing criminality. The apprehension of truants and the establishment of truant schools have no doubt been prompted by a desire to prevent boys from becoming criminals, but the work of prevention has not been begun soon enough. School officials have apparently been content with a bare compliance with the law, which contemplates no action against the boy until after truancy becomes a habit, while in most cases no action is taken until the offence is of a more serious character. Efforts, to be most potent in preventing the effects of truancy, should be directed against the tendency or dangers of truancy, and such efforts should be begun as soon as the child enters school.

A child plays truant either because the school has too little interest for him, or else because the parent cannot properly control him; probably in most cases both circumstances affect his conduct. If the subjects taught and the teachers were in all respects what they should be, and if the parents had full control of their children, there would be little heard of truancy or its effects. There are three causes of truancy, therefore, which deserve attention, viz.: (1) a narrow curriculum, which fails to meet the needs or interests of all the pupils; (2) inefficient teachers, who, by reason of a lack of skill, tact and sympathy, fail to reach some of their pupils; and (3) weak or indifferent parents, who fail in their duty of keeping their children in school.

It is of course true that the many diversions of both city and country life tend to distract the interest of the children from

the school, and so to keep them from it; but that such diversions are counteracted in a large degree by broad courses of studies, and skilful, sympathetic teachers, has been proved by abundant experience. The difference in the number of truants committed to truant schools from the various towns may be accounted for in part by the difference in the courses of studies pursued and in the character of the teachers. Differences in these respects are likely to continue, but the tendency at present is in the direction of a uniform extension of the course, so as to include those branches of study which appeal to the interests and meet the needs of pupils and of the maintenance of a high standard of qualifications for teachers. If such standards of curricula and teachers are good for some places, they are good for all, and they should be made obligatory by law throughout the State.

*Parental Control.* — The third cause of truancy named — inability of parents to control their children — is doubtless the most potent of all causes of truancy, and it should, therefore, be especially considered in seeking to find effective remedies.

The State should first adopt some means by which parents or guardians shall realize their obligation to keep the children in school. If they fail in their duty in this regard, the State is justified in taking direct charge of the children. At present the custom appears to be to do everything possible to relieve the parents of such obligation, either by not enforcing the school attendance law, or by enforcing it in such a way as will take the children directly from the care of the parents. The result is, that frequently parents are only too glad to have their children cared for at the county or town's expense until such time as they are permitted by law to go to work. It is a great question, also, whether many of these children are permanently benefited by being taken away, even from poor homes, and keeping them in an institution for either a long or a short term. If the time of incarceration is short, the habit of truancy or incorrigibility is not permanently checked; and if the time is long, the children become in a measure institutionalized, and so unfitted for life under ordinary conditions. The probation plan may serve to lessen somewhat the dangers of institutional life; but the fact that many of the children are returned to the institution a sec-

ond and a third time is an evidence of the inefficiency of short terms.

The most direct and effective means of reaching the parents and of forcing upon them the duty of keeping their children in school is by a progressive and judicious system of fining. Wherever such a plan has been carefully and fully tried for a long period of time, the result has been to lessen perceptibly the amount of truancy and attendant evils. There is now a law on the statute books permitting this to be done, but it is seldom resorted to, partly perhaps because the other means are more agreeable to parents, who are willing to throw the responsibility and consequences of a lack of parental control upon their children. Another reason is, a want of willingness to impose small fines for first offences. In Germany, fines of twenty-five or fifty cents are not uncommon, and are said to be very effective. Here, one-dollar or two-dollar fines for first offences might be equally effective in bringing the parent or guardian to a realizing sense of his duty to "cause" (so reads the law) his child to attend school.

To assist parents in their duty, and to prevent a large number of children from being taken from their homes, "disciplinary schools" should be established in cities and large towns, in which are collected a limited number of persistent truants and incorrigible children, to whom special attention is given. This special attention may consist of extra care in following up the school attendance of pupils, and the employment of teachers of extraordinary power and efficiency.

With these two means of correction diligently applied, there would be, it is hoped, comparatively few children who would need to be taken away from their homes. But if such need exists, there is no reason why the parent or guardian should not forfeit his claim to the child for a long period of time. It is by no means certain, however, that the child should be made to suffer for the fault of others by being forced to lose his freedom. After a brief period of detention in some central school, the child could be placed out in some good home, where in changed surroundings he would be given, for the first time, perhaps, a fair chance. There is no reason why this period of the State's guardianship over the child should not be prolonged to such

time as would include a good high school training, or the learning of a trade.

The central school above alluded to would be for the benefit of candidates for placing out on probation, who would presumably remain in the school but a brief time. Another central school would be for the confinement and treatment of those boys who could not be reached in any of the ways suggested. They would not include the feeble-minded, nor any other defectives who need special medical treatment. These persistently incorrigible boys would necessarily have to be under rigorous discipline, but it should be as far as possible the discipline of a good home. They would have as much freedom as they could properly use, and have the best possible training under the most skilful and sympathetic teachers. In addition to regular school work, three or four hours a day of industrial training would be given them before the trade which they choose is begun. This training would include varied house, barn and garden work, as well as training in some manual art. All the while the promise should be held out to them that they may go into some good home as soon as they show a disposition to behave themselves in it.

The time during which the State should have control of the boys who are taken away from their homes would be during minority; but the duration of immediate care and oversight would depend upon circumstances, the circumstances being the behavior of the boys and the character of the home surroundings. If the boy of this school for a reasonable period of time shows no inclination to lawlessness or insubordination, and his home surroundings are no hindrance to him, he should be allowed to go to his home, but only on probation; or, if his behavior is good and his home surroundings are bad, he might be placed on probation in a good home.

For the complete success of this plan of solving the problems of school absenteeism and its attendant evils, several conditions of administration should be assured. There should be: (1) a careful enumeration and registration of children of school compulsory age; (2) carefully selected attendance officers, whose duty includes a constant visitation of homes where school attendance is irregular, as well as immediate and uniform action

in all cases of unexcused absence from school; (3) carefully selected probation officers, whose duty is to visit, advise and direct all children placed on probation, and to report upon them; (4) a special court, with full jurisdiction in all juvenile cases, and with powers sufficient to apply the remedies of school absenteeism and lawlessness where they belong; and (5) an administrative board or commission, consisting of persons especially interested in the treatment of juvenile offenders.

The attendance officers above alluded to should be both State and local officers, to whom is given separate and concurrent jurisdiction in all cases of absenteeism. In many cases, doubtless, it would be necessary only to bring the absentee before the prosecuting attorney, actual prosecution being delayed by reason of promises given by parent and child.

It is reasonable to expect that, in some such treatment of school delinquents as I have outlined, greatly improved conditions would be secured. In the first place, there would be reached a much larger number of offenders than is now the case, and for the correction of many of these offenders, parents or guardians would become responsible. The rights of comparatively innocent children would be protected in their being kept from the disgrace of arrest, and the dangers of possible contamination in a reformatory institution. The correction of absenteeism under the proposed plan would be begun before habits of truancy or lawlessness are formed. And, finally, the treatment of offenders would be of such a kind as to lead to the permanent reform of a large number of boys who under present conditions are likely to become criminals or a public charge.

In this brief outline of a plan of treating school delinquents I have had especially in mind boy delinquents. That faulty home surroundings have a tendency to force girls as well as boys into some form of school delinquency is only too apparent. The number of such girls is comparatively small, especially of those whom it will be found advisable to take from their homes; but the smallness of the number is no cause for neglect. In general, it may be said that the methods of treating school absenteeism, whether of boys or of girls, should be the same, with the possible difference of providing for a closer scrutiny of

home surroundings and influences in the case of girls. The experiment that is soon to be tried in the maintenance of a girls' parental school in West Roxbury will be watched with interest. The results of that experiment, together with the results of the recently established juvenile court in Boston, may help in determining the practicability of some of the theories of prevention which I have imperfectly set forth in this report.

Respectfully submitted,

JOHN T. PRINCE.

DEC. 31, 1906.

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**APPENDIX B.**

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**REPORT OF J. W. MACDONALD,  
AGENT OF THE BOARD.**

**NATURAL SCIENCE IN MASSACHUSETTS HIGH SCHOOLS.**

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## REPORT.

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During the year just ended I have given special attention to the condition of natural science in the high schools of the State. I have endeavored to ascertain: what subjects comprised under this head are offered, and what time is given to them; what, if any, principle prevails in their arrangement in the courses of study; what laboratory facilities are provided, and the character and limitation of laboratory work; how far it is the aim of the instruction to make the knowledge practical, and to what extent the notion of discipline predominates; what the general attitude of pupils towards these subjects is; and, lastly, whether there is any need, and, if so, any possibility, of giving the natural sciences more consideration in high school programs. I have collected some information that permits tabulation, and answers some of the above queries. It seems to me best to present this at the outset, as it will furnish the ground for much of the later discussion.

Although the note prefixed to Table I. will undoubtedly make it intelligible to those who care to consult it, yet a word or two of further explanation may be helpful.

The letters a, b, c, d, as will be seen, indicate respectively the first, second, third, and fourth years of the high school course (e, the fifth year, when there is a five-years course), and show in what year or years the subject specified is taught; the accompanying figures show the amount of time given to the subject, measured in recitation periods, a unit of by no means unvarying value, but the best we have. These periods vary in length from twenty-five to fifty-five minutes, but their real effectiveness depends more on the teacher than on their length.

Where the number of recitation periods given are from 60 to 100, it may generally be inferred that the subject is a half-year study, with from three to five recitations a week; where less than 60, the time is probably one term. The sub-

jects that are most frequently given for a half year or less, and the time of the year when they are usually taught, are as follows: astronomy, geology, and zoölogy the first half of the year; botany and physiology the last half. Of course in some schools these subjects, or some of them, are extended through a year or more. In the majority of schools physical geography, too, is a half-year subject.

Some schools offer in certain of the sciences two courses, adapted to different aims on the part of pupils; but in all such cases the school is credited with the longer course. Courses in biology, mineralogy and physiography were reported by a few schools; but in these instances the biology is tabulated with botany and zoölogy, the physiography with physical geography, and the mineralogy with geology.

In physics and chemistry the table attempts to show how the time is divided between recitation and laboratory instruction, but in most cases the distinction is perhaps nominal.

Every town and city in the State that supports a high school is represented in the table, except a few that have partial high schools. Also, some of the towns whose "high schools" are really private academies are omitted. Small towns, having two or more high schools, are represented by only one; and of Boston's 13 high schools, the English High, the Girls' High, the Dorchester High, the Mechanic Arts High, and the new High School of Commerce, are taken as representative. Altogether, 228 cities and towns are represented by 239 high schools. In the subsequent discussion all the high schools of any place will be treated as one.

Many of the smaller high schools are able to increase the number of sciences offered by uniting two classes, and teaching certain subjects alternate years. The most common way of doing this is as follows: one year, the second and third classes, let us say, are united in chemistry; next year, the present second class, then the third, will have physics with the new second class; and so on.

TABLE I. — *Showing the extent of instruction in the natural sciences in Massachusetts high schools, measured in recitation periods per year.*

[The letters a, b, c, d, designating respectively the first, second, third and fourth years of the school (c when there is a fifth year), show in what years the subject is taught. The interrogation mark indicates that there is a course of which details are not given. The star, dagger or double dagger indicates that the subjects thus marked alternate with each other yearly.]

HIGH SCHOOL.	Astronomy.	Botany.	CHEMISTRY.		Geology.	Physical Geography.	PHYSICS.		Physiology.	Zoology.	Agriculture.
			Recitation.	Laboratory.			Recitation.	Laboratory.			
Arlington,	-	a-80	d-120	80	b-160	b-160	c-120	80	a-80	-	-
Acton,	-	-	c d *-160	160	-	-	b c *-160	80	-	-	a-80
Adams,	a-80	-	d-120	160	b-80	b-80	c-120	160	-	a-80	-
Amesbury,	-	d-120	c-80	120	-	-	b-80	80	-	-	-
Amherst,	d-80	b-86	d-100	100	d-140	a-96	c-100	100	a-100	b-100	-
Andover,	-	a-160	d-80	160	-	b-160	c-80	160	-	-	-
Arlington,	d-80	a d-220	c-80	120	c-100	-	b d-200	120	-	-	-
Ashby,	c-60	-	b-40	40	-	c-60	a-120	40	b-80	-	-
Ashfield,	-	b-160	d *-120	200	-	a-160	c *-120	100	c-160	-	c-160
Ashland,	d-66	d-66	d *-160	80	d-66	-	b d *-200	100	c-66	-	-
Athol,	-	a-100	b-120	80	-	a-100	d-120	80	-	-	-
Attleborough,	d-60	a-80	c-120	80	d-40	a-60	b-120	80	-	-	-
Avon,	-	-	d *-160	40	-	-	c *-160	40	-	-	-
Ayer,	-	b-80	c-40	160	-	-	c-40	160	d-40	-	-
Barnstable,	-	-	c-46	24	-	a-64	b-80	80	-	-	-

TABLE I. — Showing the extent of instruction in the natural sciences, etc. — Continued.

HIGH SCHOOL.	Astronomy.	Botany.	CHEMISTRY.		Geology.	Physical Geography.	PHYSICS.		Physiology.	Zoology.	Agriculture.
			Recitation.	Laboratory.			Recitation.	Laboratory.			
Barre, . . . . .	-	a-100	c-160	80	d-80	-	b d-180	100	a-100	-	-
Belchertown, . . . . .	d-80	b-80	c-60	-	d-80	a-120	b-120	-	c-60	-	-
Belmont, . . . . .	-	b*-100	c d-100	200	b*-100	a*-100	c d-170	50	-	-	-
Bernardston, . . . . .	d-60	c-60	b-80	80	c-39	d-60	c-140	-	-	-	-
Beverly, . . . . .	d-120	b-120	a c e-400	160	-	e-120	b d-280	120	c-60	c-60	-
Billerica, . . . . .	-	c-80	d*-80	160	-	a-80	c*-80	160	a-40	-	-
Blackstone, . . . . .	-	-	c-80	-	-	-	b-120	-	-	-	-
Bolton, . . . . .	b c d-80	?	-	-	-	-	-	-	?	-	-
Boston : —											
English High, . . . . .	-	a-200	c d-240	240	-	-	c d-120	280	-	-	-
Girls' High, . . . . .	-	a-120	c d-240	160	-	-	c d-240	160	d-120	b-120	-
Dorchester High, . . . . .	-	a-160	c d-100	800	-	-	b c-160	160	c-120	b-160	-
High School of Commerce,	-	-	c-100	100	-	a-80	a-80	-	-	-	-
Mechanic Arts, . . . . .	-	-	d-100	100	-	-	c-100	d-100	-	-	-
Bourne, . . . . .	b-36	b-36	a b d-50	100	-	c-60	a d-52	126	c-54	-	-
Braintree, . . . . .	-	b-80	d-100	160	-	a-80	c-100	100	b-80	-	-
Brewster, . . . . .	c-72	a-36	-	-	c-36	-	b-144	-	a-48	-	-
Bridgewater, . . . . .	-	-	c-100	100	-	a-200	a d-500	100	-	-	-
Brimfield, . . . . .	b-140	a-80	c*-160	100	-	a-60	d*-160	140	a-40	b-?	-

Brockton, . . . .	d-100	a-100	c d-80	330	d-100	a-100	b c d-160	320	a-100	a-100
Brookfield, . . . .	-	-	c*-80	160	-	-	d*-80	160	-	-
Brookline, . . . .	-	a c-140	d-40	160	-	b c-280	c d-160	120	-	a c-140
Cambridge:—										
Latin, . . . .	-	-	e-?	40	-	-	e-	40	a-30	-
English, . . . .	d-120	c-80	c-80	120	-	-	b-120	80	a-38	-
Rindge Manual Training, .	-	-	d-100	100	-	-	c-100	100 } d-400 }	a-40	-
Canton, . . . .	-	c-120	d-80	80	c-120	-	c-80	80	b-40	-
Carver, . . . .	-	a-160	c*-75	150	-	d-200	d*-150	50	a-50	-
Charlton, . . . .	-	a b-120	c*-100	?	-	a b-200	b*-100	-	-	-
Chatham, . . . .	-	-	d-72	-	d-72	-	c-72	-	c-72	c-72
Chelmsford, . . . .	d*-100	b*-100	d†-280	-	d*-100	b-100	c†-200	-	-	-
Chelsea, . . . .	d-40	c-80	b-60	60	c-80	-	a-50	50	a-40	d-200
Chester, . . . .	-	-	a-100	-	-	-	a d-160	200	-	-
Chicopee, . . . .	-	a-100 <sup>1</sup>	c-140 <sup>1</sup>	140	-	b-120 <sup>1</sup>	b-120	120 <sup>1</sup>	-	a-100 <sup>1</sup>
Cilulton, <sup>2</sup> . . . .	-	a-100	c-120	80	-	d-80	b d-280	120	d-80	a-100
Cohasset, . . . .	-	d-200	d-80	120	d-160	-	c d-280	160	d-200	-
Concord, . . . .	-	d-60	c-80	80	-	-	b-80	40	d-60	-
Conway, . . . .	-	b*-80	d-120	80	b*-80	-	c-120	80	-	-
Dalton, . . . .	-	d-75	d-80	190	-	b-280	b-200	100	a-65	-
Danvers, . . . .	-	a-100	d-80	120	-	a-100	c-80	120	b-100	b-100
Dartmouth, . . . .	-	c-39	-	-	-	a-78	b-80	40	a-39	-

<sup>2</sup> Also psychology, d-40.<sup>1</sup> Fourth year pupils may elect these or biology, if program permits.

TABLE I. — Showing the extent of instruction in the natural sciences, etc. — Continued.

HIGH SCHOOL.	Astronomy.	Botany.	Chemistry.		Geology.	Physical Geography.	Physics.		Physiology.	Zoölogy.	Agriculture.
			Recitation.	Laboratory.			Recitation.	Laboratory.			
Dedham, . . . . .	-	d-80	c-80	80	-	-	b d-200	160	d-80	-	-
Dennis, . . . . .	-	-	-	-	b-50	b-100	c-125	40	a-60	-	-
Douglas, . . . . .	d-80	d-80	c*-100	-	c-80	-	b*-160	-	b-100	-	-
Dudley, . . . . .	-	-	d-111	74	d-90	d-90	d-111	74	-	-	-
Duxbury, . . . . .	-	a b-84	d*-96	24	-	-	c*-120	40	a-32	b c-100	-
East Bridgewater, . . . . .	-	-	c*-40	120	c-39	-	d*-80	80	-	-	-
Easthampton, . . . . .	-	a-80	c-90	180	-	b*-80	a d-138	228	-	a-80	-
Easton, . . . . .	-	b-48	d-80	80	b-112	a-160	c-80	80	-	-	-
Edgartown, . . . . .	c-60	c-60	b-20	40	c-60	-	a-160	-	b-60	-	-
Essex, . . . . .	c-60	b-60	d*-40	80	c-60	b-60	a d*-120	80	d-40	-	-
Everett, . . . . .	-	d-120	c d-80	320	-	-	b d-160	240	-	-	-
Fairhaven, . . . . .	-	-	c d-80	120 1	-	-	b c d-80	120 1	-	-	-
Fall River, . . . . .	d-80	c-160	d-80	80	d-80	c-160	c d-200	160	b-160	d-160	-
Falmouth, . . . . .	-	b-160	c*-80	160	-	b-120	a c*-160	200	-	-	-
Fitchburg, . . . . .	c-80	c-160	c d-160	240	c-80	-	b d-240	120	-	a-160	-
Foxborough, . . . . .	c-57	c-57	b d*-156	116	-	-	b d*-156	78	d-38	-	-
Framingham, . . . . .	-	a-160	b-120	80	-	c-160	a b-200	160	c-40	-	-
Franklin, . . . . .	a-160	b-80	d-40	120	-	-	c-80	80	-	b-80	-
Gardner, . . . . .	b-? s	d-80	c-200	120	d-80	b-200	b d-320	160	a-80	a-120	-

Georgetown,	d 120	b 100	c 120	120	-	a 50	a 150	-	b 50	b 50	-
Gloucester,	c 113	a 113	c 113	-	d 100	d 100	b 50	50	c 87	-	-
Grafton,	-	a 80	c 76	114	-	b 76	d 114	76	a 64	-	-
Granby,	-	c 65	c 110	80	c 65	a 80	b 160	40	a 65	-	-
Great Barrington,	-	b 100	d 100	90	-	a 200	c 150	70	b 100	-	-
Greensfield,	-	a 50	c 40	140	-	a 80	b 120	40	-	-	-
Groton,	-	a 80	c 120	80	-	b 80	d 120	80	b 80	-	-
Groveland,	-	b 80	d 80	80	b 80	-	c 160	40	a 80	-	-
Hadley,	-	b 100	c 120	160	-	a 100	d 120	80	-	-	-
Hanover,	-	c 100	d 80	160	c 80	b 90	a 200	b 120	a 100	-	-
Hardwick,	-	-	c 80	120	d 100	a 160	b 125	75	-	-	-
Harwich,	d 65	c 65	c d 200	-	b 100	a 160	c d 200	-	-	-	-
Haverhill,	-	b 80	d 80	120	c 80	c 80	c 120	80	b 80	-	-
Hingham,	-	a 100	d 70	70	-	-	b d 300	100	-	-	-
Holbrook,	d 48	a 48	c d 85	85	d 48	a 75	b 85	85	-	-	-
Holden,	-	-	-	-	-	-	d 190	-	-	-	-
Holliston,	c d 160†	c d 160†	c d 80	160 *	c d 160†	-	c d 200	80 *	a 80	-	-
Holyoke,	-	d 100	c 80	120	-	a 200	b d 180	240	-	-	-
Hopedale,	c† 80	d† 80	c 80	80	d† 80	c† 80	b 120	40	-	-	-
Hopkinton,	d 50	d 50	b 40	160	d 50	a 160	b 40	160	d 26	-	-
Hudson,	-	a b 110	d 120	80	-	a 140	c 160	?	b 75	-	-
Huntington,	-	d 65	c d 180	120	-	a 65	a c 140	104	a 65	-	-

\* Included in botany.

\* Included in physical geography.

1 One mixed class.



TABLE I.—*Showing the extent of instruction in the natural sciences, etc.—Continued.*

HIGH SCHOOL.	Astronomy.	Botany.	Chemistry.		Geology.	Physical Geography.	Physics.		Physiology.	Zoology.	Agriculture.
			Recitation.	Laboratory.			Recitation.	Laboratory.			
Hyde Park, . . . . .	-	a-160	c-100	100	-	-	d-160	40	a-40	b-160	-
Ipswich, . . . . .	d-80	d-80	b-48	72	d-80	-	a d-180	50	-	-	-
Kington, . . . . .	-	d-75	c-80	80	d-45	a-75	b d-220	100	a-45	-	-
Launcester, . . . . .	-	a-80	c-180	?	-	a-80	b-100	?	-	-	-
Lawrence, . . . . .	-	c-100	d-120	80	-	a-100	c-160	40	-	b-200	-
Lee, . . . . .	-	-	-	-	-	b-200	c-200	?	-	-	-
Leicester, . . . . .	-	b*-80	d-120	80	-	a*-80	c-120	80	a*-12	b*-80	-
Lenox, . . . . .	-	c-80	-	-	-	d-80	b-160	90	c-120	-	-
Leominster, . . . . .	-	a-120	c-100	100	-	-	b d-140	180	-	-	-
Lexington, . . . . .	-	b-60	d-80	160	-	a-160	c-80	140	b-80	-	-
Littleton, . . . . .	-	-	d-120	80	d-60	-	b c-240	80	a-80	-	-
Lowell, . . . . .	c-100	d-100	c d-240	160	c-100	a-100	a d-230	230	c-100	-	-
Ludlow, . . . . .	-	b†-160	c*-80	120	-	a-160	d*-80	120	-	b†-160	-
Lunenburg, . . . . .	c-55	b-55	a d*-80	60	c-85	c-60	a d*-190	80	b-60	b-85	-
Lynn :—											
Classical, . . . . .	b c-?	b d-140	d-80	120	-	-	d-40	80	b d-140	-	-
Engleah, . . . . .	d-80	c-120	d-80	80	d-80	-	a c-160	240	d-60	d-60	-
Malden, . . . . .	-	a-120	c-120	80	d-120	-	a d-200	80	-	d-200	-
Manchester, . . . . .	-	a-100	a c-160	160	b-100	b-100	a d-160	100	a-100	d-100	-

Mansfield, . . . . .	-	b-100	a d-160	80	-	?	a c-300	80	b-100	-
Marblehead, . . . . .	-	b-100	c-80	120	-	d-100	a-300	-	b-100	-
Marion, . . . . .	-	c*-111	c-111	74	-	-	b-111	74	d-86	c*-111
Marlborough, . . . . .	-	c-80	d-80	130	c-80	-	a c-160	200	-	-
Marshfield, . . . . .	d-80	d-50	d*-75	75	-	-	b*-100	100	a-160	-
Maynard, . . . . .	b t-100	a t-106	d*-120	120	-	b t-100	a c*-160	120	a t-100	-
Medford, . . . . .	-	-	c-120	80	-	-	a-80	80	-	-
Medford, . . . . .	d-120	a d-366	c d-240	160	-	-	b c-240	160	a-120	b-160
Medway, . . . . .	-	b-80	d*-120	160	-	a-160	c*-120	160	b-80	-
Melrose, . . . . .	d-120	-	c-80	80	d-120	-	b d-220	100	-	-
Mendon, . . . . .	-	a-80	b*-80	80	d-80	d-80	c*-80	80	-	-
Merrimac, . . . . .	c-80	c-60	c-84	56	-	c-80	b-84	56	d-?	-
Methuen, . . . . .	d-52	d-52	c-80	80	d-52	b-200	b d-160	120	b-200	-
Middleborough, . . . . .	d t-80	a-120	c*-120	80	d t-80	-	b-120	80	a-80	-
Milford, . . . . .	b-60	a-120	d-120	80	b-60	b-60	c-120	80	a-80	-
Millbury, . . . . .	-	a-80	-	-	-	a-80	c-80	80	-	-
Mills, . . . . .	-	b-60	b d*-120	-	c-60	d-80	a d*-120	-	c-60	-
Milton, . . . . .	d-120	c-160	d-80	160	-	a-240	a d-160	240	d-120	b-240
Montague, . . . . .	d-100	b-100	d-120	200	c-100	b-100	c-200	120	-	-
Nahant, . . . . .	b-55	d-110	d-44	11	b-55	a-55	c-142	37	a-55	-
Nantucket, . . . . .	d-80	b c-80	d-160	-	b-80	b-80	c-80	-	a-80	a-80
Natick, . . . . .	-	b-160	c-100	100	-	-	a d-220	120	c-80	-

1. Biology.

TABLE I. — Showing the extent of instruction in the natural sciences, etc. — Continued.

HIGH SCHOOL.	Astronomy.	Botany.	CHEMISTRY.		Geology.	Physical Geography.	PHYSICS.		Physiology.	Zoölogy.	Agriculture.
			Recitation.	Laboratory.			Recitation.	Laboratory.			
Needham, . . . . .	-	b-80	c-120	80	-	-	d-120	80	b-80	-	-
New Bedford, . . . . .	-	b-80	d-80	160	-	d-80	a c-160	240	d-80	b-80	-
Newburyport, . . . . .	d-60	a-80	c-40	160	-	d-60	c d-160	320	d-40	-	-
New Salem, . . . . .	-	b-100	b-125	75*	-	a-100	a b-250	50*	-	-	-
Newton, . . . . .	-	b-160	c-120	80	-	-	a d-280	120 <sup>1</sup>	d-80	-	-
Norfolk, . . . . .	-	a-80	-	-	-	b-90	-	-	a-80	-	-
North Adams, . . . . .	-	a-97	d-117	78	-	b-125	c-117	78	a-97	-	-
Northampton, . . . . .	-	b-80	d-80	160	c-120	a-200	c-120	120	-	b-80	-
North Andover, . . . . .	-	a-100	c-40	160	-	-	a d-240	120	a-100	-	-
North Attleborough, . . . . .	-	b-120	c d-160	160	-	a-120	b d-160	160	-	-	-
Northborough, . . . . .	-	b-80	d-80	80	-	a-80	c-80	80	b-80	-	-
Northbridge, . . . . .	-	b-120	c*-80	80	-	a-120	d*-80	80	b-40	-	-
North Brookfield, . . . . .	-	a-80	c-120	160	-	a-80	b-160	80	-	-	-
Northfield, . . . . .	d†-80	b-80	d*-80	80	a-60	a-100	c*-80	80	b-80	d†-80	-
Norton, . . . . .	c-60	b-80	d-40	160	-	c-60	a b-280	120	b-80	-	-
Norwell, . . . . .	-	b-100	d*-80	40	-	b-120	c*-80	40	-	-	-
Norwood, . . . . .	-	b-100	c-120	160	-	-	d-120	160	b-100	-	-
Oak Bluffs, . . . . .	d*-160	c*-80	a†-90	160	c*-60	d*-60	b†-80	80	b-120	-	-
Orange,† . . . . .	-	b-80	c-120	160	-	b-60	d-120	160	a-40	-	-

Orleans, . . . . .	d-40	b-40	160	c-60	-	a d-200	80	c-60	-	-	-
Oxford, . . . . .	-	-	40	-	-	a*-160	-	-	-	-	-
Palmer, . . . . .	-	b-180	200	-	a-100	d-160	80	a-100	-	-	-
Peabody, . . . . .	o*-100	b-100	120	b*-100	a-200	b d-280	220	d-80	-	b-180	-
Pepperell, . . . . .	d-50	o-50	60	d-50	-	c-80	-	b-40	-	-	-
Petersham, . . . . .	-	? s	120	? s	-	a*-100	-	-	-	? s	all-560
Pittsfield, . . . . .	c-89	a-48	56	c-38	a-80	a c-157	-	c-80	-	-	-
Plainville, . . . . .	d-80	b-72	100	-	d-80	a d*-380	70	b-40	-	-	-
Plymouth, . . . . .	-	a-80	40	-	a-80	d-130	40	-	-	b-180	-
Princeton, . . . . .	-	a-60	-	-	-	c d*-117	-	a-80	-	-	-
Provincetown, . . . . .	-	b-80	40	-	a-80	b-80	40	a-80	-	b-80	-
Quincy, . . . . .	? 4	a-100	900	? 4	d-200	b c-900	900	a-100	-	-	-
Randolph, . . . . .	-	-	130	-	b-85	-	-	b-85	-	-	-
Reading, . . . . .	-	?	900	-	c-120	d-240	120	d-130	-	?	-
Revere, . . . . .	c-120	b-140	80	d-120	-	a b c d-360	160 s	b-40	-	-	-
Rockland, . . . . .	-	a-56	110	d-?	d-160	b d-240	80	a-48	-	a-56	-
Rockport, . . . . .	c*-130	-	900	d*-130	-	c-200	-	-	-	-	-
Rutland, . . . . .	-	-	-	-	b-80	c-200	-	b-80	-	-	-
Salem, . . . . .	-	a-100	160	-	d-100	b c-320	80 s	d-100	-	a-100	-
Sandwich, . . . . .	-	a t-60	120	c t-80	c t-80	a*-210	120	a t-80	-	-	-
Saugus, . . . . .	d-80	b-80	160	d-80	-	d-80	160	b-80	-	-	-

<sup>1</sup> Also offers b-150, 50.

<sup>2</sup> Also physics and chemistry, a-40.

<sup>3</sup> Taken in connection with agriculture.

<sup>4</sup> Included in physical geography; also, biology, b-900.

<sup>5</sup> For the last three years distributed as follows: b-120, 80; c-40, 40; d-80, 40.

<sup>6</sup> Also college preparatory physics, d-120, 80.

TABLE I.—*Showing the extent of instruction in the natural sciences, etc. — Continued.*

HIGH SCHOOL.	Astronomy.	Botany.	Chemistry.		Geology.	Physical Geography.	Physics.		Physiology.	Zoology.	Agriculture.
			Recitation.	Laboratory.			Recitation.	Laboratory.			
Saltate, . . . . .	c*-40	b-60	c-60	60	c*-40	-	d-40	40	b-80	a-60	-
Sharon, . . . . .	-	b-40	a b*-40	c-900	-	-	d*-0	200	-	-	-
Sheffield, . . . . .	-	-	c*-120	-	-	a-120	d*-120	-	-	-	-
Shelburne, . . . . .	-	d-120	c-100	100	-	-	b-120	80	a-100	-	-
Sherborn, . . . . .	d-88	b-88	c*-120	160	d-88	d-88	b*-120	160	b-48	b-48	-
Shirley, . . . . .	-	b†-100	c*-160	-	-	a†-100	a*-160	-	a-84	-	-
Shrewsbury, . . . . .	-	b†-80	d*-80	80	-	a†-80	c*-80	80	b†-80	-	-
Somerville:—											
Classical, . . . . .	-	-	d-40	900	-	-	c-120	120	-	-	-
English, . . . . .	d-100	a d-940	c d-160	400	d-100	d-80	a c-160	400	c d-80	a d-240	-
Southborough, . . . . .	-	b-80	d-160	?	-	a-80	c-160	-	b-80	-	-
Southbridge, . . . . .	c-80	a-80	c-100	100	d-100	a-120	b-100	100	b-70	-	-
South Hadley, . . . . .	-	a-80	b-80	80	-	a-80	c-120	80	-	-	-
Spencer, . . . . .	-	a-80	d-80	160	-	a-80	c-120	80	-	-	-
Springfield:—											
Central High, . . . . .	d-100	b-160	c-120	80	-	d-100	b d-280	120	b-160	-	-
Technical High, . . . . .	-	-	c d-170	270	-	-	a b d-240	240	-	-	-
Sterling, . . . . .	a-60	-	-	-	c-90	-	d-100	70	a-60	-	c*-85
Stockbridge, . . . . .	-	-	c-100	-	-	c-100	c-100	-	-	-	-

Stoneham,	c-80	c-80	d-80	c-90	c-90	c-100	c-100	c-120	c-120	c-140	c-140	c-160	c-160	c-180	c-180	c-200	c-200	c-220	c-220	c-240	c-240	c-260	c-260	c-280	c-280	c-300	c-300	c-320	c-320	c-340	c-340	c-360	c-360	c-380	c-380	c-400	c-400	c-420	c-420	c-440	c-440	c-460	c-460	c-480	c-480	c-500	c-500	c-520	c-520	c-540	c-540	c-560	c-560	c-580	c-580	c-600	c-600	c-620	c-620	c-640	c-640	c-660	c-660	c-680	c-680	c-700	c-700	c-720	c-720	c-740	c-740	c-760	c-760	c-780	c-780	c-800	c-800	c-820	c-820	c-840	c-840	c-860	c-860	c-880	c-880	c-900	c-900	c-920	c-920	c-940	c-940	c-960	c-960	c-980	c-980	c-1000	c-1000	c-1020	c-1020	c-1040	c-1040	c-1060	c-1060	c-1080	c-1080	c-1100	c-1100	c-1120	c-1120	c-1140	c-1140	c-1160	c-1160	c-1180	c-1180	c-1200	c-1200	c-1220	c-1220	c-1240	c-1240	c-1260	c-1260	c-1280	c-1280	c-1300	c-1300	c-1320	c-1320	c-1340	c-1340	c-1360	c-1360	c-1380	c-1380	c-1400	c-1400	c-1420	c-1420	c-1440	c-1440	c-1460	c-1460	c-1480	c-1480	c-1500	c-1500	c-1520	c-1520	c-1540	c-1540	c-1560	c-1560	c-1580	c-1580	c-1600	c-1600	c-1620	c-1620	c-1640	c-1640	c-1660	c-1660	c-1680	c-1680	c-1700	c-1700	c-1720	c-1720	c-1740	c-1740	c-1760	c-1760	c-1780	c-1780	c-1800	c-1800	c-1820	c-1820	c-1840	c-1840	c-1860	c-1860	c-1880	c-1880	c-1900	c-1900	c-1920	c-1920	c-1940	c-1940	c-1960	c-1960	c-1980	c-1980	c-2000	c-2000	c-2020	c-2020	c-2040	c-2040	c-2060	c-2060	c-2080	c-2080	c-2100	c-2100	c-2120	c-2120	c-2140	c-2140	c-2160	c-2160	c-2180	c-2180	c-2200	c-2200	c-2220	c-2220	c-2240	c-2240	c-2260	c-2260	c-2280	c-2280	c-2300	c-2300	c-2320	c-2320	c-2340	c-2340	c-2360	c-2360	c-2380	c-2380	c-2400	c-2400	c-2420	c-2420	c-2440	c-2440	c-2460	c-2460	c-2480	c-2480	c-2500	c-2500	c-2520	c-2520	c-2540	c-2540	c-2560	c-2560	c-2580	c-2580	c-2600	c-2600	c-2620	c-2620	c-2640	c-2640	c-2660	c-2660	c-2680	c-2680	c-2700	c-2700	c-2720	c-2720	c-2740	c-2740	c-2760	c-2760	c-2780	c-2780	c-2800	c-2800	c-2820	c-2820	c-2840	c-2840	c-2860	c-2860	c-2880	c-2880	c-2900	c-2900	c-2920	c-2920	c-2940	c-2940	c-2960	c-2960	c-2980	c-2980	c-3000	c-3000	c-3020	c-3020	c-3040	c-3040	c-3060	c-3060	c-3080	c-3080	c-3100	c-3100	c-3120	c-3120	c-3140	c-3140	c-3160	c-3160	c-3180	c-3180	c-3200	c-3200	c-3220	c-3220	c-3240	c-3240	c-3260	c-3260	c-3280	c-3280	c-3300	c-3300	c-3320	c-3320	c-3340	c-3340	c-3360	c-3360	c-3380	c-3380	c-3400	c-3400	c-3420	c-3420	c-3440	c-3440	c-3460	c-3460	c-3480	c-3480	c-3500	c-3500	c-3520	c-3520	c-3540	c-3540	c-3560	c-3560	c-3580	c-3580	c-3600	c-3600	c-3620	c-3620	c-3640	c-3640	c-3660	c-3660	c-3680	c-3680	c-3700	c-3700	c-3720	c-3720	c-3740	c-3740	c-3760	c-3760	c-3780	c-3780	c-3800	c-3800	c-3820	c-3820	c-3840	c-3840	c-3860	c-3860	c-3880	c-3880	c-3900	c-3900	c-3920	c-3920	c-3940	c-3940	c-3960	c-3960	c-3980	c-3980	c-4000	c-4000	c-4020	c-4020	c-4040	c-4040	c-4060	c-4060	c-4080	c-4080	c-4100	c-4100	c-4120	c-4120	c-4140	c-4140	c-4160	c-4160	c-4180	c-4180	c-4200	c-4200	c-4220	c-4220	c-4240	c-4240	c-4260	c-4260	c-4280	c-4280	c-4300	c-4300	c-4320	c-4320	c-4340	c-4340	c-4360	c-4360	c-4380	c-4380	c-4400	c-4400	c-4420	c-4420	c-4440	c-4440	c-4460	c-4460	c-4480	c-4480	c-4500	c-4500	c-4520	c-4520	c-4540	c-4540	c-4560	c-4560	c-4580	c-4580	c-4600	c-4600	c-4620	c-4620	c-4640	c-4640	c-4660	c-4660	c-4680	c-4680	c-4700	c-4700	c-4720	c-4720	c-4740	c-4740	c-4760	c-4760	c-4780	c-4780	c-4800	c-4800	c-4820	c-4820	c-4840	c-4840	c-4860	c-4860	c-4880	c-4880	c-4900	c-4900	c-4920	c-4920	c-4940	c-4940	c-4960	c-4960	c-4980	c-4980	c-5000	c-5000	c-5020	c-5020	c-5040	c-5040	c-5060	c-5060	c-5080	c-5080	c-5100	c-5100	c-5120	c-5120	c-5140	c-5140	c-5160	c-5160	c-5180	c-5180	c-5200	c-5200	c-5220	c-5220	c-5240	c-5240	c-5260	c-5260	c-5280	c-5280	c-5300	c-5300	c-5320	c-5320	c-5340	c-5340	c-5360	c-5360	c-5380	c-5380	c-5400	c-5400	c-5420	c-5420	c-5440	c-5440	c-5460	c-5460	c-5480	c-5480	c-5500	c-5500	c-5520	c-5520	c-5540	c-5540	c-5560	c-5560	c-5580	c-5580	c-5600	c-5600	c-5620	c-5620	c-5640	c-5640	c-5660	c-5660	c-5680	c-5680	c-5700	c-5700	c-5720	c-5720	c-5740	c-5740	c-5760	c-5760	c-5780	c-5780	c-5800	c-5800	c-5820	c-5820	c-5840	c-5840	c-5860	c-5860	c-5880	c-5880	c-5900	c-5900	c-5920	c-5920	c-5940	c-5940	c-5960	c-5960	c-5980	c-5980	c-6000	c-6000	c-6020	c-6020	c-6040	c-6040	c-6060	c-6060	c-6080	c-6080	c-6100	c-6100	c-6120	c-6120	c-6140	c-6140	c-6160	c-6160	c-6180	c-6180	c-6200	c-6200	c-6220	c-6220	c-6240	c-6240	c-6260	c-6260	c-6280	c-6280	c-6300	c-6300	c-6320	c-6320	c-6340	c-6340	c-6360	c-6360	c-6380	c-6380	c-6400	c-6400	c-6420	c-6420	c-6440	c-6440	c-6460	c-6460	c-6480	c-6480	c-6500	c-6500	c-6520	c-6520	c-6540	c-6540	c-6560	c-6560	c-6580	c-6580	c-6600	c-6600	c-6620	c-6620	c-6640	c-6640	c-6660	c-6660	c-6680	c-6680	c-6700	c-6700	c-6720	c-6720	c-6740	c-6740	c-6760	c-6760	c-6780	c-6780	c-6800	c-6800	c-6820	c-6820	c-6840	c-6840	c-6860	c-6860	c-6880	c-6880	c-6900	c-6900	c-6920	c-6920	c-6940	c-6940	c-6960	c-6960	c-6980	c-6980	c-7000	c-7000	c-7020	c-7020	c-7040	c-7040	c-7060	c-7060	c-7080	c-7080	c-7100	c-7100	c-7120	c-7120	c-7140	c-7140	c-7160	c-7160	c-7180	c-7180	c-7200	c-7200	c-7220	c-7220	c-7240	c-7240	c-7260	c-7260	c-7280	c-7280	c-7300	c-7300	c-7320	c-7320	c-7340	c-7340	c-7360	c-7360	c-7380	c-7380	c-7400	c-7400	c-7420	c-7420	c-7440	c-7440	c-7460	c-7460	c-7480	c-7480	c-7500	c-7500	c-7520	c-7520	c-7540	c-7540	c-7560	c-7560	c-7580	c-7580	c-7600	c-7600	c-7620	c-7620	c-7640	c-7640	c-7660	c-7660	c-7680	c-7680	c-7700	c-7700	c-7720	c-7720	c-7740	c-7740	c-7760	c-7760	c-7780	c-7780	c-7800	c-7800	c-7820	c-7820	c-7840	c-7840	c-7860	c-7860	c-7880	c-7880	c-7900	c-7900	c-7920	c-7920	c-7940	c-7940	c-7960	c-7960	c-7980	c-7980	c-8000	c-8000	c-8020	c-8020	c-8040	c-8040	c-8060	c-8060	c-8080	c-8080	c-8100	c-8100	c-8120	c-8120	c-8140	c-8140	c-8160	c-8160	c-8180	c-8180	c-8200	c-8200	c-8220	c-8220	c-8240	c-8240	c-8260	c-8260	c-8280	c-8280	c-8300	c-8300	c-8320	c-8320	c-8340	c-8340	c-8360	c-8360	c-8380	c-8380	c-8400	c-8400	c-8420	c-8420	c-8440	c-8440	c-8460	c-8460	c-8480	c-8480	c-8500	c-8500	c-8520	c-8520	c-8540	c-8540	c-8560	c-8560	c-8580	c-8580	c-8600	c-8600	c-8620	c-8620	c-8640	c-8640	c-8660	c-8660	c-8680	c-8680	c-8700	c-8700	c-8720	c-8720	c-8740	c-8740	c-8760	c-8760	c-8780	c-8780	c-8800	c-8800	c-8820	c-8820	c-8840	c-8840	c-8860	c-8860	c-8880	c-8880	c-8900	c-8900	c-8920	c-8920	c-8940	c-8940	c-8960	c-8960	c-8980	c-8980	c-9000	c-9000	c-9020	c-9020	c-9040	c-9040	c-9060	c-9060	c-9080	c-9080	c-9100	c-9100	c-9120	c-9120	c-9140	c-9140	c-9160	c-9160	c-9180	c-9180	c-9200	c-9200	c-9220	c-9220	c-9240	c-9240	c-9260	c-9260	c-9280	c-9280	c-9300	c-9300	c-9320	c-9320	c-9340	c-9340	c-9360	c-9360	c-9380	c-9380	c-9400	c-9400	c-9420	c-9420	c-9440	c-9440	c-9460	c-9460	c-9480	c-9480	c-9500	c-9500	c-9520	c-9520	c-9540	c-9540	c-9560	c-9560	c-9580	c-9580	c-9600	c-9600	c-9620	c-9620	c-9640	c-9640	c-9660	c-9660	c-9680	c-9680	c-9700	c-9700	c-9720	c-9720	c-9740	c-9740	c-9760	c-9760	c-9780	c-9780	c-9800	c-9800	c-9820	c-9820	c-9840	c-9840	c-9860	c-9860	c-9880	c-9880	c-9900	c-9900	c-9920	c-9920	c-9940	c-9940	c-9960	c-9960	c-9980	c-9980	c-10000	c-10000	c-10020	c-10020	c-10040	c-10040	c-10060	c-10060	c-10080	c-10080	c-10100	c-10100	c-10120	c-10120	c-10140	c-10140	c-10160	c-10160	c-10180	c-10180	c-10200	c-10200	c-10220	c-10220	c-10240	c-10240	c-10260	c-10260	c-10280	c-10280	c-10300	c-10300	c-10320	c-10320	c-10340	c-10340	c-10360	c-10360	c-10380	c-10380	c-10400	c-10400	c-10420	c-10420	c-10440	c-10440	c-10460	c-10460	c-10480	c-10480	c-10500	c-10500	c-10520	c-10520	c-10540	c-10540	c-10560	c-10560	c-10580	c-10580	c-10600	c-10600	c-10620	c-10620	c-10640	c-10640	c-10660	c-10660	c-10680	c-10680	c-10700	c-10700	c-10720	c-10720	c-10740	c-10740	c-10760	c-10760	c-10780	c-10780	c-10800	c-10800	c-10820	c-10820	c-10840	c-10840	c-10860	c-10860	c-10880	c-10880	c-10900	c-10900	c-10920	c-10920	c-10940	c-10940	c-10960	c-10960	c-10980	c-10980	c-11000	c-11000	c-11020	c-11020	c-11040	c-11040	c-11060	c-11060	c-11080	c-11080	c-11100	c-11100	c-11120	c-11120	c-11140	c-11140	c-11160	c-11160	c-11180	c-11180	c-11200	c-11200	c-11220	c-11220	c-11240	c-11240	c-11260	c-11260	c-11280	c-11280	c-11300	c-11300	c-11320	c-11320	c-11340	c-11340	c-11360	c-11360	c-11380	c-11380	c-11400	c-11400	c-11420	c-11420	c-11440	c-11440	c-11460	c-11460	c-11480	c-11480	c-11500	c-11500	c-11520	c-11520	c-11540	c-11540	c-11560	c-11560	c-11580	c-11580	c-11600	c-11600	c-11620	c-11620	c-11640	c-11640	c-11660	c-11660	c-11680	c-11680	c-11700	c-11700	c-11720	c-11720	c-11740	c-11740	c-11760	c-11760	c-11780	c-11780	c-11800	c-11800	c-11820	c-11820	c-11840	c-11840	c-11860	c-11860	c-11880	c-11880	c-11900	c-11900	c-11920	c-11920	c-11940	c-11940	c-11960	c-11960	c-11980	c-11980	c-12000	c-12000	c-12020	c-12020	c-12040	c-12040	c-12060	c-12060	c-12080	c-12080	c-12100	c-12100	c-12120	c-12120	c-12140	c-12140	c-12160	c-12160	c-12180	c-12180	c-12200	c-12200	c-12220	c-12220	c-12240	c-12240	c-12260	c-12260	c-12280	c-1
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**1 Physics third and fourth years if needed.**

**Treats of agriculture in connection with botany.**

TABLE I. — Showing the extent of instruction in the natural sciences, etc. — Concluded.

HIGH SCHOOL.	Astronomy.	Botany.	CHEMISTRY.		Geology.	Physical Geography.	PHYSICS.		Physiology.	Zoölogy.	Agriculture.
			Recitation.	Laboratory.			Recitation.	Laboratory.			
Wellesley, . . . . .	-	-	d-100	100	-	-	d-100	100	-	-	-
Wellfleet, . . . . .	a-40	a d-40	a d*-120	120	-	-	b d*-120	120	d-40	-	-
Westborough, . . . . .	-	-	d-80	120	-	c-80	b d-200	200	-	-	-
West Boylston, . . . . .	d-64	c-160	c*-120	300	d-126	-	b*-160	160	d-83	-	-
Westfield, . . . . .	-	a-150	d-75	125	d-200 <sup>1</sup>	-	c-75	25	-	a-200	-
Westford, . . . . .	c t-60	d t-40	c*-40	40	d t-40	a t-60	b*-120	d-80	-	-	-
Westminster, . . . . .	-	a-73	-	-	-	d-73	d-73	-	a-73	-	-
West Newbury, . . . . .	-	d-60	c-80	40	d-60	c-120	a b-160	80	a-80	-	-
Weston, . . . . .	d t-76	d t-76	c*-114	153	-	c t-76	b d*-153	190	-	c t-76	-
Westport, . . . . .	-	-	-	-	-	b-160	-	-	a-120	-	-
West Springfield, . . . . .	d-80	a-80	c-84	84	d-72	b-80	b-108	80	b-84	a-120	-
Weymouth, . . . . .	-	c-80	b-80	80	d-80	d-80	a d-200	80	b-80	-	-
Whitman, . . . . .	-	c-80	b c*-120	80	-	-	a d*-200	160	d-80	-	-
Williamsburg, . . . . .	-	b-100	-	-	-	a-100	d-100	?	c-80	c-80	-
Williamstown, . . . . .	-	-	d*-123	66	-	-	c*-123	66	c-60	-	-
Wilmington, . . . . .	-	b-100	a b d-180	120	-	d-80	a d-160	40	c-80	c-80	-
Winchendon, . . . . .	-	a-80	d-80	160	-	a-80	c-120	160	-	-	-
Winchester, . . . . .	-	a-100	c-80	120	-	-	b d-240	80	a-100	-	-

Winthrop,	.	.	.	.	.	a d-900	c-117	166	-	d-100	b d-284	156	a d-900	a-100
Woburn,	.	.	.	.	.	a-80	c-80	80	-	a-80	b-80	80	d-80	-
Worcester:—														
Classical,	.	.	.	.	.	?	d-120	80	-	-	d-120	80	-	-
Engleah,	.	.	.	.	.	d-100	d-120	80	d-200	-	c d-240	160	d-100*	c-200
South,	.	.	.	.	.	d-100	d-120	80	d-200	-	c d-240	160	a-120	c-200
Wrentham,	.	.	.	.	.	-	a-100	d-200	-	a-100	b-100	c-200	-	-
Yarmouth,	.	.	.	.	.	b-86	-	-	c-86	d-86	b-73	-	a-73	-

**1 Geology all laboratory.**

**2 Also physiology, a-120.**



One's first impression from a study of the preceding table will be, I fear, that science in the high schools of this State is in a somewhat ragged condition, so far, at least, as arrangement is concerned. Of the sciences named in the table, there is not one that has a generally accepted relative position in the course, — that is, not one that is recognized as naturally precedent or consequent to any other. Take, for example, astronomy, which comes as near having a recognized place as any of the subjects. Of the 80 high schools<sup>1</sup> reporting a course in this, 4 put it in the first year, 9 in the second, 22 in the third and 45 in the fourth. Of the 193 schools reporting botany, 58 put it in the first year, 66 in the second, 32 in the third and 23 in the fourth. Of the other 14 schools, 13 report a botany course of two years, and it is interesting to note that there is not a possible combination of two years out of the four of the high school in which it does not occur in some one or more of these schools. For example, in the first and second years, 3; in the first and third, 1; in the first and fourth, 5; in the second and third, 1; in the second and fourth, 1; and in the third and fourth, 2. One report is indefinite.

In the case of chemistry, 2 schools report it the first year; 17, the second; 85, the third; 69, the fourth; 17, the third and fourth; 18, in all kinds of combinations of two and three years; 1, uncertain; and 16, none at all.

If the inquiry were continued, it would show similar conditions in all the sciences. This would seem to indicate that generally each one of them is regarded as an isolated study, having little or no connection with any other.

The absence, too, of science subjects from high school courses is significant.

Of the 228 cities and towns reported in Table I., Table II. will show the number that offer the specified subjects in their high school courses, and the number that do not: —

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<sup>1</sup> The number of high schools indicates the number of different cities and towns, for the two or more high schools in certain cities, though they appear separately in the table, are counted only as one in this discussion.

TABLE II.

Number of towns and cities offering.	SUBJECTS.	Number of towns and cities not offering.
80	Astronomy.	148
193	Botany.	35
212	Chemistry.	16
93	Geology.	135
148	Physical geography.	80
224	Physics.	4
146	Physiology.	82
56	Zoölogy.	172
5	Agriculture.	223

What seems to me most surprising in Table II. is the showing in respect to astronomy and physiology. Considering the fascination that accompanies the study of astronomy, if it is rightly taught, its effect as an intellectual stimulus, its practical relation to phenomena that touch our daily life, and the wealth of its contributions to literature, it seems to me strange that it should not be a part of every high school course of study.

And as to physiology, who can doubt the value of the more general diffusion of a knowledge of the laws of health, to say nothing of the fact that this study is required by law of the State. Nevertheless, it does not appear in the high school courses of 82 cities and towns, and is apparently decreasing.

It will also be seen from Table I. that the time given to the subjects differs very much in the different schools. The following table will show this more in detail:—

TABLE III. — *Showing shortest course, longest course and the more popular range of courses in subjects specified, measured in recitation periods per year.*

SUBJECTS.	Shortest course.	Longest course.	Most popular range of courses.	Length of course that occurs most frequently.
Astronomy, . . . .	36	160	60 to 120	80
Botany, . . . .	36	360	60 to 120	80
Chemistry, . . . .	60	560	200 to 260	200
Geology, . . . .	30	200	60 to 100	80
Physical geography, . .	36	280	60 to 160	80
Physics, . . . .	72	600	120 to 260	200
Physiology, . . . .	30	200	40 to 120	80
Zoölogy, . . . .	12	240	80 to 120	80
Agriculture, . . . .	60	560	—	—

As to the instruction in science in Massachusetts high schools, there are two prevailing methods; one I shall call the recitation method, for want of a better term; and the other, the laboratory method. In a few cases one will find in certain subjects the lecture method attempted, but it can hardly be said to be making progress, or, where used, to be successful.

While all science teachers recognize a difference between the recitation and the laboratory methods, there are many in whose minds the distinction is not very clear. We need a definition of the laboratory method that will not only characterize it, but that will differentiate it from the recitation method, and point out where each is most effective. I believe that such a discrimination would make for the saving of a great deal of effort that is now misdirected and wasted. But, more than this, it seems to me that a better understanding in this respect would bring it about that pupils interested in science would get out of their laboratory work far more of the exceedingly valuable training that it is capable of imparting. I shall therefore venture to

offer tentatively such a definition, mainly to provoke attention to what I consider an important matter.

Experiments (using the term in a broad sense) are performed for one or the other of two different purposes:—

*First.*—To *illustrate* certain scientific results, laws or principles, with which the pupils are first made acquainted. Indeed, these should be called illustrations, rather than experiments.

*Second.*—To note effects, to discover principles and to make formulæ.

The first is a part of the recitation method. The illustrations are made by the teacher or a pupil before the eyes of the whole class, and the teacher endeavors by skilful questioning to lead all to see how these confirm the law or principles under consideration.

The second is, as it seems to me, the true laboratory method. The experiments are all necessarily individual, performed by the scholars only, and with very little aid, if any, from the teacher, for in this way only can the valuable training be acquired which this method can impart.

It will readily appear from the above distinctions that the recitation method emphasizes the acquisition of knowledge and the laboratory method discipline; that the former is better adapted to the presentation of general principles and laws, and those phases of a science that every one should know; the latter to the ascertaining of some definite facts, such as the tensile strength of a wire, the specific heat of a substance, the index of refraction, etc., and is a training well-nigh essential for those whose life work will require a high degree of skill in science.

The illustrations of the recitation method should be four or five times as numerous as the experiments of the laboratory method can possibly be, and should be supplemented also by calling attention to the various ways in which civilization uses the principle under discussion to further its ends. It should be observed, too, that the illustrations are more general than the experiments, and call for far less delicate apparatus; indeed, the apparatus for illustrating some of the most important principles can be improvised frequently out of simple things near at hand.

Lastly, it seems obvious that a course in science by the recitation method must precede any intelligent laboratory work, and that, while all pupils can profit by the former, but few comparatively are capable of the latter. To meet this necessity an increasing number of schools (about 60, at present) are introducing elementary courses in physics and chemistry earlier in their programs. The success or failure of this plan depends entirely on the teacher.

Most schools still adhere to a one year's course in each of the above-named subjects, in which they are attempting both recitation and laboratory work; with the result that they either have to withhold *all* instruction in these important branches from certain pupils, or else crowd their laboratories with pupils who had better be doing something else. It is interesting to note in this connection that, in all these cases, the time given to recitations is a reversal from what at one time threatened to be an all-prevailing "laboratory method" of teaching science. A good many of us can remember with what confident promises and great expectations the laboratory method was ushered in, a number of years ago. Every school that could, hastened to install something or other in the way of a laboratory, and in the school reports of about every city or town that had a high school can be found eulogies of the laboratory method, and sooner or later the announcement that it had been adopted. Each community felt prouder of its high school therefor, and publishers vied with each other in getting out laboratory manuals. Teachers, however, soon began to discover that, with pupils almost wholly ignorant of the subject, the laboratory method cost a great deal of time for a small result. Gradually and quietly the schools slipped into the practice shown in the columns for physics and chemistry in Table I.,—of giving part time to recitations and part to laboratory work, the former in most cases greatly predominating.

One good that came of this movement was the attention paid to providing laboratories for high schools. Over 100 cities and towns in the State have well-equipped chemical and physical laboratories in their high school buildings, and 24 of them report excellent biological laboratories, in addition. About 80 others have fairly good facilities for laboratory work, particu-

larly in chemistry; and only 35 of the smallest schools in the State report none. No place would now think of putting up a high school building without providing for laboratories.

With all this, I regret to say that with pupils in general the sciences are not popular. Comparatively few pupils elect a science, unless they are obliged to do so to make up the points for their diplomas, or to meet the requirements of some higher institution they are planning to enter. I believe this is largely the fault of science teachers and their methods. They do not seem to have the skill to clothe the subject with a living interest for beginners. There are exceptions enough, however, to show what might be, with the right teacher in charge.

An obvious inference to be drawn from all this is, that natural science, as a department of high school instruction, has not been subjected to any very intelligent and thorough study, for the purpose of determining whether or not the different phases of this instruction admit of a natural or logical arrangement; or, if it has, the results have been local. Taking the State as a whole, the arrangement of the sciences would seem to be wholly haphazard. The reason for this condition is not, it seems to me, far to seek. It points back to a time when the sciences were as unwelcome innovations in high school studies as, in many cases, commercial branches now are. Admitted to the course of studies with much reluctance on the part of teachers and of the members of the school committee who chanced to belong to any of the learned professions, they were tucked into any odd corner where there happened to be a little room, and, although the prejudice seems to have disappeared, the treatment apparently still continues. It seems strange that this should be so, for during the past ten or twelve years the high school course of studies has received a large amount of attention.

It would seem, however, that of all these existing "arrangements" of the sciences in high schools there must be at the most some two or three, say, that are the best; and I think a study of the subjects and their relations will confirm this surmise.

A study of the various subjects that are classified under the head of sciences will disclose the fact that these sciences practically reduce themselves to two, — physics and chemistry. As

for the other sciences, so called, — astronomy, botany, etc., — they are chiefly applications of the principles of physics and chemistry. The concrete sciences, as I shall call them for want of a better term, present themselves to the learner in two phases, — the elementary or morphological, and the scientific. Take physiology, for example: there is a phase of this subject that deals with the number, positions and names of the various limbs, organs, bones, etc., — that is, with the forms of the parts of the body, and in a general way with the uses of these parts, — all of which is within the comprehension of pupils even in the primary schools. But when we go a step further in the subject, and undertake to teach such things as how the bony levers of the skeleton do their work, how we see, how we hear, how food is digested and assimilated, how breathing operates to sustain life, and how the nervous system acts, we are dealing with functions that require for their explanation the elementary but none the less important principles of physics and chemistry, and that can be studied intelligently only by those who are acquainted with those principles. What I have here pointed out of physiology is equally true of astronomy, botany, geology, physical geography and all the other special sciences. They all admit of a similar treatment in respect to form, number, position, etc., — things that almost any child can learn; but when it comes to those features that justify the calling of these subjects sciences, they will be found to be almost wholly the workings and results of physical laws. From this it will, I think, readily appear that to understand these workings and results, whether the motions of the heavenly bodies, or the formation of the crust of the earth, or only the lighting of a match, the student must be acquainted with the causative laws. And yet it will appear, from an examination of Table I., that this fact is frequently overlooked. For example, it will be seen that in over 50 schools physiology comes the first year, and in over 60 schools physical geography comes the first year, and in almost all of these cases the pupils know practically nothing about the fundamental laws of physics and chemistry, necessary to an intelligent comprehension of the subjects. Again and again has the writer of this report seen first-year classes in physiology trying to “*explain how we see,*”

that knew absolutely nothing of the nature of light, of the transmission of light, of the refraction of light, of the principle of the camera-obscura or of the working of the achromatic lens; again and again has he heard such a class pretending to explain some fact of physical geography that depended on the nature and action of heat, or on the effect of motion on the buoyancy of liquids and gases, or on the principle that governs the capacity of the air to absorb and hold moisture, or on the laws of inertia, or on some chemical action, — things of which the pupils in the class were wholly ignorant. It is, of course, easy to guess what in such cases the character of the instruction must be; it is the memorizing of the statements of a text-book, accepted as absolute facts, with but a vague impression, if any, of causative, underlying, inviolable laws. And yet the comprehension of these laws is the thing most essential in science teaching, for one reason, to say nothing of others, that it forms the foundation for the comprehension of the further and greater fact that there are similar inviolable laws in ethics.

When I have asked high school teachers why they do not precede the concrete sciences by a course in physics and chemistry, I usually get the answer that physics and chemistry are more difficult than the concrete sciences. This answer springs from two misconceptions: first, that the teaching of a subject in the isolated way I have described is true science teaching; and, second, that a study of physics and chemistry means a somewhat exhaustive study, requiring a large amount of mathematics, for which first-year pupils are unfitted.

It is true that physics and chemistry in their advanced stages present problems that tax to the utmost the greatest brains, that call for a degree of intellectual power that is required in few other fields of intellectual effort. But these problems are for the special scientist, and not for the use of people who have other occupations and interests, but, nevertheless, need to know something of the natural laws that govern the universe in which they live. There are even less difficult phases of these subjects that are beyond high school pupils even in the fourth year; but there are still other phases that are entirely within the capacity of any fairly intelligent first-year high school pupil, if the teacher knows how to present them.



Here is the difficulty. Time and again some superintendent has said to me, when talking of the unsatisfactory condition of science in his high schools: "I believe there should be an elementary course in physics the first year, as you suggest, — it is the natural and sensible beginning of science in the high school; but I cannot get a teacher who can teach it successfully." It must be admitted that this is true. It is a hard thing to say, but it is unfortunately true, that all the science teachers in the high schools of the State who can teach elementary science successfully can be counted on one's fingers, without going through the counters twice.<sup>1</sup> And yet the teachers to whom the sciences are assigned are almost always college graduates, — whatever this may signify in the way of education or discipline.

The difficulty, let me say, is not so much a lack of knowledge, perhaps, as a lack of skill, of originality, and of what may be called the teaching instinct. I can think of no better illustration of this than the very common statement that I hear from teachers: "We can't do anything in science, because we have no laboratories." No laboratories, when the whole world, within the schoolroom and without, is one grand chemical and physical laboratory where the most instructive of "experiments" are momentarily going on! Moreover, apparatus illustrating the most important principles can be easily improvised with the simple articles to be found about any school building, such as balls, wooden blocks and rulers, stones, bits of iron, pieces of string and wire, a piece of rubber or glass tubing, a dish for water, or a bicycle. In a school I visited last fall, I found one of the most enthusiastic classes in physics I have ever seen. They were studying the lifting and force pumps. They knew every principle of these pumps, and the part of gravitation in their working, and all without a laboratory. The teacher is of far more consequence than the best laboratory.

I shall later endeavor to show what, it seems to me, should be the character of elementary physics and chemistry for beginning a course in science in the high school. For the present it will suffice to say that it should be determined for the most

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<sup>1</sup> This, after all, is not strange. The laboratory idea has so long dominated the teaching of science in high schools and in normal schools, as well as in colleges, that few of the younger teachers have ever known of any other way.

part by taking into consideration what is needed to prepare pupils to study intelligently the concrete sciences that should follow. It will be found, however, that such a course efficiently carried out will accomplish two other very desirable ends: first, it will supply the necessary preparation for real and efficient laboratory work in the third or fourth year; and, second, but even as important, it will furnish the many who are not to be special scientists with the knowledge of physics and chemistry that every intelligent person, whatever his occupation, needs to know.<sup>1</sup>

I should recommend, then, for the beginning of a course in science, elementary physics for a minimum of 120 periods, and elementary chemistry for 40 periods, extending through the first year, and, say, 10 weeks of the second. The aim and scope of this instruction I shall attempt to show later. I think it will appear that the knowledge of chemistry required for such a practical working basis as has been suggested is very much less than is the corresponding knowledge of physics. It would be easy, in fact, to do the whole of the needed work in chemistry in the 10 weeks of the second year.

Physiology should follow this for about 10 weeks, — 40 periods. It is easy to guess the objection that will spring up in many minds at this suggestion, for it is not yet forgotten that a distinguished committee, composed mostly of learned college professors, a few years ago quite severely condemned short courses in the sciences, and put forth the educational canon that whatever is studied in the high school should be studied intensively. While I do not in full subscribe to this canon, I would allay the scruples of those who do, by saying that the above suggestion is not so much in violation of it as it may appear to be at first thought.

To make this clear, let it be noted that the morphological phase of physiology has been more or less extensively studied in the lower grades, and the high school should leave this phase of the subject practically alone, as also, in this course, that microscopic peeking after variations of cellular structure and

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<sup>1</sup> Since writing the above, I have been told that this is practically the plan of treating science in the secondary schools of Italy. A text-book on physics lately published in this country contains portraits of eminent scientists. Three of them are Italians; Benjamin Franklin is the only American.

of blood corpuscles. This last work is necessary for one who is to become a specialist, and will in due time find its place; but it is worse than useless for the great majority of pupils, when it comes in, to divert them from learning things that more nearly concern the proper care and use of their physical system and the preservation of health. I have already mentioned (see page 214) some of the features of this subject that should be considered, and others will readily suggest themselves; and they should all be studied in the light of the principles of physics and chemistry, which the pupils have learned. Indeed, the study in one respect is a practical and efficient review of those principles; and in return the authority of these principles will have far more weight with pupils in matters pertaining to the proper treatment of their bodies than will dozens of homilies thereon memorized from the pages of a text-book.

It will be seen, I think, that physiology treated in this way becomes a connected and valuable topic in a prolonged course in science, rather than a distinct subject; and that it receives strength from and imparts strength to the main course.

I have placed physiology immediately after the elementary courses in physics and chemistry for two reasons: first, because of all the concrete sciences it seems to me to furnish the best opportunity to review *both* of these subjects; and, second, because, as it is especially prescribed by law and is so important, it ought to reach the largest number of pupils possible, and this is the first place where it can be studied intelligently.

For the last half of the second year I should recommend botany. The time given to nature study in the grades, if it has been properly used, will obviate the need of giving in the high school much attention to the mere morphology of plants; and, even if the pupils have not profited by their earlier instruction, this phase of the subject ought not to be allowed to absorb much more attention. As already described in the case of physiology, the study should be pursued in the light of the sciences, mostly chemistry, which have preceded, and should add not a little to the knowledge of those sciences; it should deal with food supply, and how the plant eats, swallows and digests; how putrefying substances in the earth are transformed into beautiful foliage and flowers, fragrant odors and whole-

some foods. Moreover, the study should not be confined to the analysis and classification of wild flowers, but should be given a distinctly agricultural trend, especially when the occupation of the community where the school is located makes this desirable. Lastly, it should deal as far as possible with insects and birds, injurious and useful to vegetation.

Up to this point I think the science should be required, except that pupils fitting for college would probably have to be excused from botany.

For the third year I should recommend astronomy for the first half and physical geography for the last half. Except in name, these are not, as generally considered, two distinct subjects, but rather two closely articulated phases of the same subject, coming logically in the order I have placed them. As before, the pupils' knowledge of the laws of physics and chemistry should constantly be invoked to interpret all the phenomena. I would advise that, for the first five weeks or so, the astronomy work should be purely observational, without the aid of any text-book. The pupils should be required to observe and report upon the path of the stars across the sky, and the movement of those in the north that are always above the horizon; the time at which they reach a given point; the movements of the moon and planets, if any are visible, among the other stars; and the southing of the sun, as shown by the length of shadows cast by fixed objects, or by the distance a ray of its light through a fixed opening extends into the room at mid-day. Then, with a terrestrial globe for the earth and a few balls or other objects to represent the sun, moon and planets, and marks on the blackboards and walls to indicate the *directions* of the fixed stars, all these apparent movements should be accounted for. It will greatly assist in this observational work if by a little interchange of time with botany the observations can be started a week or two before the end of the second year.

In advising this work I am not speaking from theory, but from several years of actual teaching, in which I followed the plan here outlined, with the result that I could afterwards do with a text-book in 10 weeks what would otherwise have required nearer 20.

All through the year, too, every opportunity should be taken

(and the studies offer many) to do observational work independent of any text-book. This should be done not only for the value of the knowledge sought, but as a preparatory training of the pupils for the laboratory work of the fourth year. The physical geography should deal only incidentally with physiography, but should include geology and a little mineralogy. The science this year would have to be elective.

The science of the fourth year should be courses in physics, chemistry, botany or agriculture, and zoölogy, all elective. The work should now be almost wholly by the true laboratory method, and no pupil should be allowed to take advanced physics or chemistry unless he has shown a special aptitude for the subject, or an interest in it, and can be trusted to do the laboratory work faithfully without the constant presence and supervision or rather assistance of a teacher. Of course the pupil will have a laboratory manual, containing the problems to be worked out. He should do these, and make a full record of processes and results. Almost the sole duty of the teacher should be to approve the work when it is satisfactorily completed.

I fear that this last recommendation will seem very surprising to educators who have fallen into the notion that nothing a student can learn has any value unless it is recited to a teacher. That there are some who think this, is shown by the fact that some colleges have not only prescribed the subjects in which students coming to them must be prepared, but also the number of *recitation periods* in them that each student must have had. It certainly would seem that those who have favored such absurd requirements must think that any disposition on the part of a student to acquire a habit of independent study ought to be discountenanced. And yet it is not many years since it was not an unfrequent thing for young men to half fit themselves for college by independent study; and in their scholarly and other achievements later in life they will, I think, compare favorably with those who have always had a teacher at their elbows. It is to give the high school pupil, before he is graduated, an opportunity to acquire some of their independence and self-reliance in the pursuit of knowledge, that I urge the method I do in laboratory work. The chief object of this work, all agree, is training rather than knowledge; and the characteristics

just named are not so common, it seems to me, among high school graduates as to not need cultivation.

Tabulated, the course in science that I have recommended would be somewhat as follows:—

*First year.*

Elementary physics, required, . . . . .	3 or 4 periods per week.
Other subjects, . . . . .	14 periods per week.

*Second year.*

Elementary chemistry, 10 weeks, required, . . . . .	4 periods per week.
Physiology, 10 weeks, required, . . . . .	4 periods per week.
Botany, 20 weeks, . . . . .	4 periods per week.
Other subjects, . . . . .	15 periods per week.

*Third year.*

Astronomy, 20 weeks, elective, . . . . .	3 or 4 periods per week.
Physical geography, 20 weeks, elective, . . . . .	3 or 4 periods per week.
Other subjects, . . . . .	16 periods per week.

*Fourth year.*

Physics, elective, . . . . .	6 hours per week.
Chemistry, elective, . . . . .	6 hours per week.
Biology, elective, . . . . .	6 hours per week.
Agriculture, elective, . . . . .	6 hours per week.
Other subjects, . . . . .	14 hours per week.

By teachers who read the above recommendations the question will at once be raised: "How are our pupils to find time for this, especially during the first and second years, when it is to be required? For instance, with Latin 5 periods a week, algebra 4, history 4 and English 4 the first year, and with Latin 5, French 5, history 4 and geometry 4 the second year, where is science coming in?"

To this question I do not hesitate to say that room should be made for the science the first year by taking three periods from the English and one from the history; and the second year by taking three from the English and one from the Latin. The reduced time given to Latin will be sufficient to do all that is required in Latin, even for admission to college, unless the class is retarded by pupils who ought not to be taking the subject.

As to the reduction of the time now given in many schools to English I make the recommendation, as I believe, in the interest of English itself. Without taking time here to discuss the

question in detail, as I have done in a previous report (see sixty-seventh report of the State Board of Education), I am convinced by an examination of hundreds of high school exercises in English that we have practically gained nothing in return for all the time given to this subject, unless the general dislike of pupils for the study can be counted as progress. I believe the most effective way to learn English is in association with the acquisition of the knowledge that it is needed to express; in other words, that the place to learn English is in each and every recitation in the school that is conducted in English, supplemented by about one special exercise per week to permit criticism of written work, and suggestions on mechanical details that could not so well be made in any other way. Thus associated, the knowledge and the language will interact to the benefit of both. It is in this way that children make so rapid progress in language; and this should suggest to us how to treat our mother tongue, whatever we may do in the case of the other languages. Furthermore, I believe that what the average pupil on leaving the high school, needs is more useful knowledge and a greater interest in learning; in other words, something that will make him feel the need of language. If he has acquired this feeling, his language will probably take care of itself; if he has not, then special drill in grammar and rhetoric will do him little good.

I believe the greatest difficulty in the way of carrying out the above plan will be to find teachers who can differentiate between elementary and laboratory instruction, and can make the former sufficiently simple, thorough, comprehensive and practical; who have the skill to question the pupil into a lively interest and a clear comprehension; and — what is just as desirable — know when to stop; for a point can be spoiled by dwelling too long on it, as well as by not dwelling long enough.

The following partial abstract of an elementary course in physics is only intended as suggestive. Others may think of other ways, and doubtless better ones, of accomplishing the purpose in mind. It aims, however, to show in a general way the scope of the study, the way in which the subject may be vitalized by association with the things that are constantly going on around us, and also that an expensively equipped

laboratory is not only not needed, but may be actually misleading.

The recitations should be conducted in a room where the class may be by itself. There should be a suitable table, fitted up with a water tank, perhaps; but this is not necessary, as a large glass jar or two is for most illustrations better. While a great deal can be done without any special apparatus, yet the following are some of the things that are desirable: spring balances and a beam balance, some elastic balls, thermometers, an air pump and a few receivers, glass lifting and force pumps, pulleys, tuning forks, prisms and lenses, electric batteries, magnets and induction coils, and a few other things as special circumstances may require. In addition to these, there should be a supply of glass and rubber tubing, open-mouthed jars of various sizes, burners of some kind, wooden bars of various kinds, a bar over the table from which weights and pendulums can be suspended, and some other simple things that occasion might call for. I am not giving this, let me say, as an economical list for a school of limited resources. I mean that, if I were teaching a class in elementary physics in a school that had the best-equipped physical laboratory in the State, I would rarely take the class into it, or call upon its resources for anything more than the simple things I have mentioned above. Its fine apparatus would distract the attention of beginners from the principles, and its individual tables would be in the way.

The headings in the abstract suggest topics on which the pupils would be required to bestow careful study. I would use a text-book, from which the pupils would be asked to learn a good deal. I should prefer a good one, somewhat in advance of work actually done, from which I could select such material as I wanted. Besides the text-book, a few reference books rich in illustrations and practical problems are very helpful.

I should do very little in the way of making written records in a notebook till near the end of the course, perhaps; but I should lay much stress on correct oral expression, insisting not only that the statements of the pupils should be grammatical, but that the right words to describe the facts should be selected.

For the first month or two, in all illustrations involving the action of forces it will be well to have the pupils feel the push



or the pull by a muscular test before trying to measure it with balances.

#### CHAPTER I.

##### *I. — Certain Phenomena of Matter and of Energy acting on Matter constitute the Subject called Physics.*

NOTE. — Treat this briefly, for the subsequent study will make it clear. A few familiar illustrations will be sufficient.

###### *a. The indestructibility of matter.*

NOTE. — Dwell on this and the following just enough to make them clear.

###### *b. The conservation of energy.*

*c. Whenever a body of matter has been set in motion, or its velocity increased or diminished, or the direction of the motion changed, energy in some form or other has been expended on the body.*

NOTE. — Emphasize this principle, and impress it upon the pupils that a body could not even fall to the earth unless it was drawn by some force.

##### *II. — Properties of Matter.*

###### *a. It has three dimensions.*

Illustrations in class: Too many at hand to need specifying.

1. Units for measuring these dimensions: inch, foot, meter, centimeter, etc.

###### *b. Divisibility.*

Illustrations in class: Breaking glass. Pulverizing chalk. Sugar or salt in water. Bluing, ink, or any coloring matter, in water. The scent of flowers, musk, etc.

Illustrations from the experience of the pupils.

NOTE. — The bearing of these on the principle should always be made clear. The pupils may be allowed a day or more to find them and report, as also answers to the following questions.

What use does man make of this principle to improve his condition?  
What machines have been invented to utilize it?

NOTE. — The answers in this particular case are so many and so plain that it may seem to most teachers needless to press for them. But, as it is the first time that these questions are presented, it is fortunate that so many familiar illustrations are at hand, for thus the pupils can get an easy start in answering two queries that will come up at the end of every topic. They will also, for the same reason, better understand the purpose of these questions, namely, to impress the student with the debt civilization owes to the principle he is studying, and to lead him to see that, in general, machines are only ingenious devices for utilizing those principles. The student will see this far more plainly in such illustrations as grinding grain or coffee,

crushing stones, flavoring foods, etc., than in more unfamiliar illustrations of a more unfamiliar topic. The pupils should hunt up all these illustrations for themselves, aided at most only by an occasional hint from the teacher.

1. Theory of molecules and atoms.

NOTE.—Although the “atomic theory” is under fire, and will undoubtedly be modified in time, yet it seems probable that the changes will affect only the nature of the atom, and not the general assumptions of the theory, which are the only features involved in our present study. Thus treated, the theory forms a very helpful *point de départ* for beginners in physics. Treat this topic briefly, but make it clear.

c. Porosity.

Illustrations in class: Sensible pores as in wood, and insensible pores as between molecules. Account for the disappearance of sugar, salt, etc., in water, without increasing the volume. Account for the compressibility of air, etc. The Florentine experiment of 1661, etc. See Ganot's Physics, p. 7. How butter, exposed to odors, becomes contaminated.

Illustrations from the experiences of the pupils,—eight or ten.

How does man use this principle to further his ends?

Devices to utilize it.

NOTE.—Let the pupils look up the manufacture of essences, the composition of steel, and the action of mercury on gold and zinc.

d. Inertia.

1. Matter at rest cannot put itself in motion, and, if moving, cannot change its velocity or direction in the slightest degree.

2. It is the property of matter by which it resists energy, as shown in starting or stopping a body.

3. It is also the property which enables matter to transport energy, as shown by one moving body striking another.

NOTE.—This is an important property, and no pains should be spared to make its meaning clear.

Illustrations in class: Why do we find things where we leave them, and, if not, why not? Why do things thrown continue to move after leaving the hand? Why is it harder to start a body than to keep it moving? How inertia diminishes the cost of transportation by cars, steamboats, etc. Standing in a train that is slowing up, or in a wagon that starts suddenly. Why do moving bodies on the earth ever stop? Why does it require more effort to quickly start or stop a body than to do it gradually? A grindstone, a revolving globe and the wheel of a bicycle are good things with which to illustrate this.

Reports of pupils.<sup>1</sup>

NOTE 1.—The pupils should be encouraged to look diligently for cases to report, not overlooking the balance wheel. Toys whose action depends on the balance-wheel principle make excellent illustrations.

<sup>1</sup> This will hereafter be used to suggest both illustrations from experiences of pupils, and uses, machines, etc.

NOTE 2. — The above are the only true properties of matter that need special attention, so far as physics is concerned. Weight is not a property of matter at all, though usually so given. It is only the effect of the pull of gravity. Sometimes a force raises a body, but one would not speak of the matter of which the body is composed as having the property of "lift-ability." Expansibility and compressibility are obvious results of porosity, and it is enough to say that in consequence of porosity a body can expand or be compressed. Impenetrability suggests so much more error than truth, unless it is limited to the atom, that it is best to omit the term. Of other so-called properties, the treatment will appear later.

## CHAPTER II.

### *Some Forces, and Some Effects they produce in Matter.*

NOTE. — The pupil should be led to understand that the word *force* is a convenient one to use to designate those special manifestations of energy which are the causes of every push or pull on matter.

#### *a. Cohesion, — called adhesion when between different substances.*

NOTE. — These are often called properties of matter, but they are forces, or rather a force which produces in matter certain effects usually classed as "properties."

Illustrations in class: The clinging together of the molecules of any solid. Paint, glue, tenacity, hardness, etc.

#### Reports of pupils.

1. The three conditions of matter — the solid, the liquid and the gaseous — explained: solid, when the force of cohesion is strong; liquid, when it is weak; gaseous, when it is more than counteracted by some repelling force.

Illustrations in class: In solids, by rubbing two lead surfaces together, by tension of wires, strings, etc.; in liquids, by letting water, molasses, or oil slowly gather and drop in some way, and noting the size of the drop as it breaks away. The predominance of a repellent force in gases. First it will be well to call attention to the fact that in dipping a liquid out of a dish what is left gathers at the bottom; and then, by pumping air out of a receiver, show that what is left always expands and fills the whole receiver. This can be seen by clouding the air in the receiver with smoke, or by putting two lighted candles under the receiver, one taller than the other, and noting that the taller burns as long as the shorter. Adhesive force between solids and liquids: dip things in liquids; suspend a horizontal plate of glass by strings on the surface of water, and note the pull to lift it off. All should try this. Adhesive force between gases and liquids: pour water from one dish into another, and note the bubbles of air carried down. Two plates of glass may be temporarily "glued" together with water.

NOTE. — A spring balance may assist in some of these illustrations; but remember it is not the *exact* force, but the *fact* of the force, that should be emphasized.

## 2. Evidences that the force counteracting cohesion is heat.

Illustrations in class: melting ice, and changing water to steam. Melting butter, lead, etc. Place an inverted Florence flask so that its mouth will be under water; then alternately warm and cool the air in the flask by pouring warm and cold water over it, or it can be warmed by clasping the flask with the hands. Account for results.

### Reports of pupils.

b. The theory of heat,—that it is caused by molecular vibrations. Difference between molecular and molar vibrations. How does this theory explain the heating of a substance by pounding or rubbing? Of a wire by rapidly bending it back and forth? Of a gun barrel or a cannon by discharging it? (The burning powder is only a small factor.) How does it explain the warming of the hands by rubbing? And so on.

1. The kinetic theory of matter. The molecules of the matter of which every body is composed are in constant vibration or motion, caused by what we know as heat energy; and by the principle of inertia they can transmit this heat energy. At ordinary temperatures the vibrating molecules:—

(1) In solids, are always within the firm grasp of cohesion.

(2) In liquids, keep more or less slightly within the reach of cohesion.

(3) In gases, are driven far beyond its reach; hence gases would expand indefinitely, if not restrained in some way.

Illustrations in class: Place a stopple lightly on the mouth of a flask (a metal flask is safest) partly filled with water, and drive it in with a tap of a hammer, then heat till steam expels the stopple. Lead the pupils to see that it was driven out just as it was driven in, only in the case of the hammer the molecules acted in mass, while in the other case they pounded individually. The way this works in the cylinder of a steam engine. Conduction of heat.

2. In all kinds of matter the moving molecules are constantly clashing and driving one another back and forth in all directions. If, however, taking water for an illustration, surface molecules are knocked upwards, they meet little in the thin air to drive them back, and most of them stay up and mingle with the air, aided by adhesion. In this way water and other liquids evaporate. When the air above becomes "saturated," then as many molecules of water are knocked back as are driven up, and evaporation ceases.

In this same way air penetrates water; air and water penetrate wood, rocks and other solids. It is probable, too, that solids lose some of their surface molecules in the same way. This, too, is the explanation of the following.

## 3. Capillary attraction.

Illustrations in class: The usual ones, with small glass tubes and glass plates. Set up a dry piece of wood with the end in water. Others *ad libitum*.

### Reports of pupils.

c. Other special results of cohesion and adhesion.

1. Ductility and malleability.

Illustrations in class: Various metals.

Reports of pupils.

2. Elasticity.

NOTE. — Emphasize this effect of cohesion.

Illustrations in class: Too many available to need specifying.

Reports of pupils.

3. Osmose. Due to adhesion, and the principle stated in paragraphs 4 and 5.

Illustrations in class: The way sap rises in plants.

4. Friction.

NOTE. — Friction is usually attributed to unevenness of surface, but it is undoubtedly due in some degree to adhesion.

Illustrations in class: Familiar cases, as drawing a sled; waves produced by wind; current in midstream, as compared with that nearer shore, etc. A piece of board and pieces of zinc and other sheet metals, all of the same size, fixed to slide on other surfaces, and equally weighted; place them one at a time on a smooth board, three or four feet long; raise one end of this, and note the angle at which each slides. Try on other surfaces. Draw loads on horizontal surfaces with spring balance. Test same load on different-sized bases. Friction the great destroyer of energy in machines; uses up a large part of the power in the best engines. How used to stop trains, etc.

Reports of pupils.

d. Gravitation.

Illustrations in class: Plenty at hand.

NOTE. — There are plenty of familiar illustrations to be found, but the point to be emphasized is, that a body from a state of rest cannot "fall" unless some force pulls or pushes it down, any more than it can ascend; and that the resistance one feels when lifting a body, and the downward pull when carrying a body, is due to a force pulling down. Explain what "down" means.

Reports of pupils.

1. Weight, — the pull of gravitation on a body at the surface of the earth.

(1) Why bodies of the same size do not always weigh the same. Distinguish between mass and volume.

(2) How mass is measured. See arithmetic.

2. Buoyancy of liquids.

Illustrations in class: Let these at first be illustrations that appeal to the pupils' senses, as by having them hold stones suspended in air, and then in water till they understand that in the latter case some force is helping them lift.

(1) Cause of the buoyancy.

Illustrations in class: Put, say, a pound weight in one pan of a balance (or suspend it from one end of a bar which is balanced at its centre); the weight descends unless held up by a force of 16 oz. Put a 4-oz. weight in the other pan; the heavier weight still descends, but can be held up by a force of 12 oz. Explain apparent loss of weight. Next sink a block of wood in water, and release it; it rises to the surface. Bring out that the block displaces its own bulk of water, but that gravity pulls more on any volume of water than on the same volume of wood, and so pulls the water under the wood, and the wood is forced up, on the principle of the 4-oz. and the 16-oz. weights above. Next suspend a stone in water; note its apparent loss of weight, and account for it in the same way, except that gravity pulls stronger on the stone than on the same volume of water, hence it is only partly held up, as the heavy weight by the light weight in the case above.

(2) A floating body displaces its exact weight of water, or of whatever liquid it floats in.

NOTE.—The usual method to show this is to catch and weigh the overflow of the water, and compare with weight of the body. The results, however, are rarely exact, and reason has to be called in to correct errors. In my opinion, it is better to begin with "reason."

Illustrations in class: Hold out a weight of some kind (let the pupils do this), and show that if the supporting force is greater than the pull of gravity the weight goes up; if less, the weight goes down; and that it can remain at rest only when the two forces are equal. This can also be shown by hanging the weight to a spring balance; it comes to rest when the tension of the spring is *just* equal to the pull of gravitation. Next take a floating body; the water it displaces must have been held up by the water under it to exactly the amount of its weight, or else it would have been pushed up or pulled down. This upward push is due to gravity, and the water cannot change it; hence it must be the same on the floating body and must equal the weight of the floating body, else this would sink lower. Next suspend a stone in water at any depth; previously the water below the stone supported a column of water reaching to the surface; now it supports that same column, except where it is displaced by the stone; hence it has left a force *exactly* equal to the weight of the displaced water to push up on the stone. The "overflow," or any other illustration, may now be given to confirm the above.

NOTE.—Have the pupils see that the same law is at work in all the above illustrations, and that nations use the same principle in floating their navies that a grocer does in weighing out a pound of tea.

### Reports of pupils.

#### 3. Density.

Illustrations in class: Weight of a cubic inch (or cubic centimeter, or any volume) of each of several substances, as lead, putty, wood, water, etc.; equal volumes, but not equal masses or densities. A pound (or gram) of the same substances; equal masses, but not equal volumes or densities. Their densities may be altered by heat or cold, but cannot be made equal.

Explain and use the following formulæ:—

$$m = dv; \quad d = \frac{m}{v}; \quad v = \frac{m}{d}.$$

- (1) How density is affected by heat and cold.

Illustrations in class: Expansion and contraction of air. See previous illustration with a Florence flask, a 2. Fit the flask with glass tube passing through a stopple, and fill it with cold water to a point in the tube just above the stopple; warm the water. The thermometer. Heat a stout piece of wire about a foot long, support it horizontally between two vertical surfaces pressing on its ends, and let it cool. Others *ad libitum*.

Reports of pupils.

- (2) Specific gravity, or specific density of solids and liquids.

NOTE.—In finding specific gravity, most books lay so much stress on “weighing in air” and “weighing in water” that pupils often become possessed of the notion that this is an essential part of the process. I trust the following steps will avoid this.

- (3) A number of problems like the following:—

A cubic foot of water weighs 62.4 lbs., and a cubic foot of granite 135.36 lbs.; what is the S. G. of the granite?

A certain amount of alcohol weighs 12.27 oz., and the same volume of water weighs 15 oz.; what is the S. G. of the alcohol?

What is the S. G. of a substance that weighs 2.723 gm. per cubic cm.?

Note that in the decimal system the number that expresses density also expresses the specific gravity.

(4) Specific gravity of liquids: Fill a bottle with ice water as near 4° C. or 39° F. as possible, and put a rubber band around the neck to mark the surface. Find the weight of the water. Then substitute for the water such liquids as salt water, vinegar, alcohol and kerosene oil, and find their specific gravities.

NOTE.—Have all the pupils do these problems individually, keeping the results to themselves till all are ready to report. Pursue the same course with the following.

(5) S. G. of solids denser than water. Take, say, an irregular piece of stone, and present the problem to the class in this way: “We can find the weight of this stone, but how can we find the weight of an equal volume of water?” When this is answered, the problem is easy. Have each pupil work out a number of cases.

(6) S. G. of solids less dense than water. By means of wire loops hold a foot ruler vertically in water, and note the number of inches it sinks,—let us suppose  $7\frac{1}{2}$ ; then its S. G. is  $\frac{7\frac{1}{2}}{12} = \frac{5}{8} = .625$ . Do the same with other regular strips of wood, such as mouldings and rods.

(7) The same,—irregular masses. Let the pupils first see that the problem is to find out how much weight, including its own, it takes to sink it.

- (8) Instruments for determining S. G.

- (9) The use of specific gravity.

NOTE.—Emphasize this.

#### 4. Pressure of the air.

Illustrations in class: The usual ones, with the air pump and receiver. The “sucker.” Fill a glass to the brim with water, cover with a piece of

wet paper; holding the paper on, invert and remove the support from the paper; explain result.

(1) Pressure of the atmosphere, due to gravitation reacting on the kinetic energy of the molecules. The molecules of the air at the sea-level are pounding on all surfaces with a force of about 14.7 lbs. to the sq. in., or 1,033.3 gm. to the sq. cm.; but it is gravitation that holds them to their work. The sum total of the force of their blows on any area cannot exceed the weight of a column of air the height of the atmosphere, pressing on the same area.

At this point it should be made clear that, although the hotter a gas is the more violently its molecules vibrate and strike, yet if free to expand it will do so, and become less dense; hence fewer molecules will strike a given surface, and the pressure will not be increased. So by compression, which increases its density and brings more molecules into action, cold air may be made to exert more pressure on a given surface than hotter air that is less dense.

(2) The amount of pressure at the sea-level is subject to slight variations. The cause of winds. See *d* 2, note.

(3) Torricelli's experiment, and what it teaches.

(4) Barometers.

(5) Lifting and force pumps.

(6) The siphon.

(7) Balloons; compare with wood rising in water.

5. The law of universal gravitation.

(1) The center of gravity.

(2) Equilibrium.

NOTE 1.—Make it clear that the force required to overturn a body depends on the height that its center of gravity has to be raised in the process. This can be shown by a piece of plank, first set on edge and pushed over, and then laid flat and turned over.

NOTE 2.—It will be seen that I have omitted with the last five or six topics some details which by this time must have become familiar to all who have had the patience to go through this abstract. At this point I would suggest that one or two lessons be given to a review, which had best be conducted thus: Take some familiar operation, say, the starting, moving and stopping of a train of cars, and have the pupils try to find out and explain how many of the preceding principles are involved.

As the study continues, more mathematical formulæ and illustrative problems should be introduced; and I would suggest that the topics be taken in somewhat the following general order:—

The laws of motion. Momentum;  $mv = mv$ . Work; units for measuring it. Laws of falling bodies; meaning of:  $g = 32.16$  ft. or 980 cm.;  $v = gt$ ;  $s = \frac{1}{2}gt^2$ ;  $t = \sqrt{\frac{2s}{g}}$ ;  $t = \frac{v}{g}$ ;  $s = \frac{v^2}{2g}$ ; and  $v = \sqrt{2gs}$ . Energy;  $e = \frac{mv^2}{2}$ . Relations of pressure, density and volume of gases. Transmission of pressure by liquids and gases.

Of course the above topics involve a good many sub-topics, most of them treating of machines for utilizing the principles, as levers, pulleys, water wheels, etc. Lastly, and as fully as time permits, the more special subjects, sound, heat, light, and electricity, should be treated in the order given.



If such a course as the one suggested above, be given and supplemented in the way previously described, I do not believe that European educators, visiting us, would again have occasion to speak of the "laboratory work" of our high schools, as appearing to them very elementary.

Respectfully submitted,

J. W. MACDONALD.

DEC. 31, 1906.

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**APPENDIX C.**

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**REPORT OF WALTER SARGENT,**

**AGENT OF THE BOARD**

**FOR THE**

**PROMOTION OF MANUAL ARTS.**

**CONSTRUCTIVE WORK IN SCHOOLS WITHOUT SPECIAL EQUIPMENT.**

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# REPORT

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*To the State Board of Education.*

I submit herewith the twenty-eighth annual report of the agent for the promotion of manual arts.

On account of the notable increase in constructive work in public schools, much of my attention during the past year has been given to observing that work, particularly in schools without special equipment.

Conferences of supervisors of the manual arts have been held at the following places: Fitchburg, Framingham, Springfield, Worcester, Ayer, North Adams, Hyde Park and Newburyport. Most of these were held in connection with the State institutes.

At these conferences constructive work and working drawing were the chief topics of discussion. This report sums up some of the points of these discussions, and the results of observations made in schools.

Those familiar with public education seem to have agreed that the question whether muscular activity and the constructive instinct shall or shall not be a factor in the education of children is not one to be determined by school boards. Their only option is to decide whether this activity shall take the form of mischief-making or of constructive and industrial work; whether a large part of the effort and patience of teachers shall be spent in controlling it, or whether the energy thus seeking outlet shall forward and not hinder educational progress.

Thus the center of discussion regarding constructive work in public schools has passed from the question as to whether it should be a recognized factor in the curriculum, to the query as to ways and means.

A town large enough to employ a special instructor in the manual arts, and to afford a full equipment in the line of tools,

supplies and room, can readily work out methods and a course for this particular subject. For the schools of small towns and rural districts, however, the problem is more difficult. Usually there can be no special teacher, and material and tools must be found by teachers and pupils.

As a result of these conditions, while abundant interest is manifested, constructive work in schools without special equipment is too often a desultory doing of miscellaneous things in some convenient medium, as leather, metal or wood. There is seldom such comprehensive understanding of the subject as will guide the teacher in his selection of work or his judgment of results; and an organic relation of the manual work to the school course as a whole is lacking.

In the consideration of constructive work in schools without special equipment it is particularly important to state as simply as possible the aim and scope of such work in public schools of whatever sort, and to show the relation which particular problems should bear to its general purpose. A standard of value will then be available, to which specific problems and methods may be referred. Individual exercises will then become parts of a broad scheme, and not merely a succession of unrelated activities. To formulate such a statement is the purpose of this report.

The aim of constructive work in schools may be considered as threefold: —

I. As one means of exercising that motor activity which is now recognized as a necessary factor in education.

The following quotations,<sup>1</sup> culled from an address by Dr. Thomas M. Balliet, suggest the function of hand work in brain development: —

The schools have it in their power, in effect, to furnish brains to pupils, if they develop into functional activity cells which otherwise would have lain forever dormant. . . .

The cells of the brain which we need especially to consider in connection with manual training are of two classes, — sensory and motor. The sensory cells receive the different impulses which come from the special senses, and those which come from the skin and the internal organs of the body; the motor cells generate the nerve energy which

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<sup>1</sup> "Manual Training: Its Educational Value." An address delivered before the Massachusetts Teachers' Association at Worcester, Mass., Nov. 30, 1895.

causes the muscles to contract. . . . Nerve cells grow and develop like any other part of the body, — through nutrition and functional activity. The visual cells develop through seeing, the auditory cells through hearing, and so with the rest. The visual area in persons born blind or blinded in early life remains in a rudimentary condition through life. . . . The exercise of the special senses is necessary for the proper physical growth of the brain. It also follows that sense training, in so far as it is a physical process at all, consists not in training the external sense organs, but in developing their brain centers.

Like the sensory cells, the motor cells develop through exercise. It is the function of these cells to generate nerve energy to contract the muscles, and thus to produce and to co-ordinate muscular movements. Voluntary muscular movements have therefore the effect, not only of exercising the muscles involved, but also of calling into activity the motor brain cells which control them. Indeed, these motor cells cannot be made to act and develop except by means of the muscles; and muscular exercise, whether in the way of ordinary labor, of recreation, of gymnastics or of manual training, is absolutely indispensable to the proper development of the motor area of the brain. . . . Moreover, this exercise of the motor cells must come during the period of brain growth if it is to be most effective, and the lack of such exercise during this period is a matter of very serious consequence to the brain. . . . Physical energy implies a good motor brain area. The man of energy must be a man of brains no less really than the man of thought, and physical laziness implies a deficiency in the motor part of the brain. . . . Now, it might be argued that manual training is not necessary for the development of the motor centers in the brain, on the ground that gymnastics and out-door physical exercise are quite adequate to accomplish it. The answer to this objection is the fact that gymnastics and out-door physical exercise in general appeal almost exclusively to the fundamental muscles and their brain centers, and rarely to the accessories. Nothing short of manual training will reach effectively the important brain cells governing the fine motor adjustments of the muscles of the hand. . . .

The inner surfaces of the joints, the muscles and ligaments are supplied with sensory nerves, which conduct to the brain sensations of movement, which form the basis of direct motor perception, just as sensations of light and sound form the basis of the perception of color and tone. These motor percepts are developed into motor ideas, which, like ideas of light and tone, enter into the higher thought products, and become a part of the warp and woof of the mind's organized body of knowledge, — the only kind of knowledge which is power.

Motor ideas are developed by all forms of muscular movement with any part of the body, — by ordinary work, by play, by gymnastics and by manual training. All these are, therefore, means of motor training. But the large motor area in the brain, governing the infinitely varied

and complex movements of the hand, shows that this organ is by far the richest source of motor ideas, and especially that portion of it little appealed to either in gymnastics or in ordinary unskilled labor, namely, the five fingers and their many sensitive muscles and joints. The hand is therefore a special sense organ, somewhat like the eye and the ear; and an untrained hand is in many respects as unfortunate a limitation as an untrained eye or an untrained ear.

When motor and sensory training are co-ordinated, there results a habit of doing in response to impressions. Such co-ordination constitutes a fundamental condition of efficiency. The results of sensory training alone are likely to be fleeting. Ideas received through the senses and worked out through the muscles into material form are lasting. Teaching, which presents the various studies of the school program by appealing to the motor activities as well as the sensory avenue of approach, produces impressions which are vivid and permanent. Ideas thus obtained are not fleeting impressions of arbitrary facts, but stable assets of knowledge. When an idea is received through the senses, and then expressed through the muscles, the circuit is complete.

If new ideas are to take their places as parts of an apprehensive background, the necessity of working them out through the muscles as well as receiving them through the senses has become realized, and is producing revolutionary changes in methods of teaching.

A child now learns that two and two make four, not only by hearing the words and seeing the symbols, but by putting two things with two others, and seeing that they do make four. The table of square measure, with such statements as that one square yard contains nine square feet, is not received primarily on the authority of the text-book, to be applied to the solution of problems while still unproven and unimaged. Children measure and mark out a square yard, apply a square foot to it, and thus discover beyond a possibility of doubt that the area contains nine such squares. Such a discovery becomes a working asset, which the book confirms rather than announces. It has awakened the activity of the whole thickness of the gray matter involved, and not merely one set of cells. One who has learned the table of long measure by rote and without any

appeal to motor activity may know how many feet a rod contains, but cannot image distances in terms of rods with such definiteness as one who himself has measured rods. Children who construct a sun dial or who plot the course of a shadow by marking its position at the same hour on different dates are gaining a knowledge of the varying inclination of the sun's rays which can never come by charts and explanations.

The aid of motor activity has been successfully invoked to secure clear and forceful expression in language. Once an attempt was often made to teach children to express the sense in reading mainly by taking notice of punctuation marks and by imitating the voice of the teacher; or — a more reasonable procedure — the writer's ideas were emphasized by appeal to the child's understanding. Now upon occasion a selection is read to the children, and they act it out in simple but vivid dramatization. Those who are the actors are wholly absorbed in what they are doing. For the time they are the individuals in the story. The parts of the room are the scenes and the narrative is proceeding by its own momentum. Those who are in their seats as audience are scarcely less absorbed. They feel in muscles as well as mind the movement of the events described. The subsequent reading is given with a fineness of inflection and a vividness of narration unattainable by appeals to intellectual appreciation without motor co-operation. The struggle of the instructor to get ideas into children's heads by information is replaced by a sane process of getting them into their experiences.

It is not at all necessary that every fact in the same category be learned by this somewhat slow process of discovery, or every idea be set forth in material form. Motor activity, once having been awakened by the ascertainment of certain facts, or exercised in a particular field, now responds to sense impressions from similar sources, and the whole brain activity is aroused. Thus an occasional appeal to complete motor expression suffices to keep a proper balance of development. It is of great importance, however, that this balance should exist. If the intellect is to deal competently with abstract ideas, the hands must have had experience in dealing with the concrete things connected with such ideas.



This necessity of a proper balance and co-ordination of sensory and motor activity in any teaching which is to be effective has resulted in much experimentation to discover the most practical methods. Constructive work as a means of expression in connection with other school studies is proving itself to be a practical way by which the teacher may secure such co-ordination. Thus constructive work as one way of teaching offers important aid to the grade teacher. On the other hand, the specialist, recognizing and advocating the advantages of constructive work as a separate study, and discouraged because in some instances he finds it impossible to secure special time and equipment for the subject, often discovers that much of what he seeks can be gained through problems which are chosen primarily not for their place in a sequential course in manual training, but as a means of better teaching in other subjects. This aspect of constructive work affords the greatest opportunities for introducing it into schools without special equipment. The following will serve as examples of this use of constructive work in connection with other school studies, and made with simple material:—

*Primary Grades.*—Indian wigwams and canoes; Dutch windmills; historic houses; means of transportation; occupations; the school and home garden; and similar work suggested by history, geography, language, nature study and arithmetic.<sup>1</sup>

*Grammar Grades.*—Portfolios; calendars; note books; models of boats, representing those of various nations and ages; Norwegian skees; mechanical toys, as water wheels, bridge models, windmills, kites, etc., illustrating principles of elementary physics; cases for mounting insects; bird houses, etc., in connection with nature study.

It proves to be not a new study crowding others, but a factor which saves time and makes results more valuable. In it lies one possibility of simplifying the crowded curriculum. Therefore, in schools without special equipment constructive work of some sort is necessary to the best teaching.

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<sup>1</sup> For helpful detailed suggestions, see article on "Construction Work in the Primary Grades," by Miss Julia Cecilia Cremins, Year Book of the Council of Supervisors, 1904, page 47. "The Primary Course of Study in the Arts," by James Parton Haney, Year Book, 1905, page 35. "An Outline in Garden Study," Miss Bertha M. Brown, Hyannis, Mass.

## II. The development of industrial intelligence.

In a recent document,<sup>1</sup> Mr. George H. Martin, secretary of the Massachusetts Board of Education, uses the term "industrial intelligence," which he defines as follows:—

Mental power to see beyond the task which occupies the hands for the moment, to the operations which have preceded and to those which will follow it, — power to take in the whole process, knowledge of materials, ideas of cost, ideas of organization, business sense and a conscience which recognizes obligations. Such intelligence is always discontented, not with its conditions, but with its own limitations, and is wise enough to see that the more it has to give the more it will receive.

Industrial intelligence as thus defined is more than power to deal readily with figures and words; nor is it the necessary accompaniment of such power. Ability to estimate, select and shape material, to produce a desired result exactly as planned, is gained only through actual estimating, selecting and shaping.

Where constructive work has formed part of a child's training from the beginning, so that he realizes as a matter of course the distance that intervenes between the idea of a thing and that thing completed, — a gap that must be bridged by intelligently sustained effort, — and where he has had repeated experiences in performing the successive processes with his own hands, there industrial intelligence will usually be developed.

The lack of such intelligence is frequently brought to light by the coming of manual training into schools where children have not been accustomed to constructive work either at home or at school. Under such circumstances it is not uncommon for a boy to ask and receive permission to undertake the making of a difficult model, such as a table, when he is ignorant of the time and labor necessary to produce a piece of excellent workmanship. He finds, often to his astonishment, how long it takes to shape a single piece of wood so that it will fit into its place in a piece of construction. Frequently as a result of this discovery interest in the work is lost, even if the work is not abandoned. Part of the fault may rest with the instructor and part find its reason in the mettle of the boy; but much

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<sup>1</sup> Report of the Committee on Industrial and Technical Education, Massachusetts Senate Document No. 349, page 5.

blame is to be attached to lack of previous development of industrial intelligence.

A boy who has had experience in constructive work approaches such a problem in a different and soberer state of mind. He knows by experience something of the time required to shape and assemble the parts of a piece of construction. Hand and brain are informed by memories of having done such things. He knows that weeks and possibly months must elapse before the object can be completed. He possesses also the pleasant confidence that with persistence, with which he is already familiar, he will finally produce the thing. To develop such temperate, sane confidence in approaching a difficult piece of work should be one aim of education. Constructive work may be made an effective means to this end. The most desirable sort of confidence is not that which comes simply from much information regarding how a thing should be done, but from experience in having done that kind of thing. Not only is it true that "we know with what we have known," but also that "we do with what we have done."

The character of constructive work which children can do with advantage varies greatly with different ages. In primary grades it should be mainly working out ideas in easily managed material. The imagination of small children finds ready manual expression in moulding forms in clay, in building houses, barns, etc., with blocks, and in placing or moving about objects which to them represent animals and people; in cutting forms from paper and in making shapes with sand. Their delight is chiefly in the activity of doing, rather than in the contemplation or use of the resulting form. They can learn little of careful plans and elaborate processes. They are impatient of intermediate steps and refractory material, but gain valuable ability to express their ideas directly in pliable material.

Work for older pupils in the fourth, fifth and sixth grades may with advantage involve more planning and a greater number of steps before the result is accomplished. This is possible because the finished product is more of an incentive to children of this age. They like garden work and gifts and toys. Such objects as Christmas presents, to be carried home and given to friends, — mechanical toys, as windmills, bows and arrows,

boats, etc. They take some pride in good workmanship, but the processes must still be simple. It is more difficult for them to work from exact patterns than in a sort of free-hand manner from objects.

In the advanced grades, the seventh, eighth and ninth, industrial intelligence can be most directly developed. The particular problem chosen should be interesting to the children. The way in which it is worked out is of great importance.

The best order of work in making an object is in general as follows: —

1. A clear idea of the thing to be made. This should be expressed by a simple sketch with pencil or in some pliable material, to show about how the object will look.

2. A knowledge of how to go to work to make the object, shown by exact patterns and a list of the kinds and amounts of necessary material. This is what a contractor commonly calls "figuring on a job." This should be done before any material is cut or used.

3. The skilful making of the object.

These three stages should be followed in all constructive work in upper grammar grades. If a definite idea of the appearance and structure of the thing to be made, accompanied by exact dimensions and patterns and calculation of materials, is required before cutting of the final material is allowed, habits of effective workmanship are developed, and aimless, planless work is discouraged. The objects chosen should be those whose use will be readily understood by the children, and in which they will be interested.

Wood, cardboard, raffia, metal and leather are excellent material for these grades, and require no more equipment than can usually be mustered in most country towns. Shelves, book-cases, boxes, Christmas gifts, objects in leather,<sup>1</sup> work baskets and waste baskets from cardboard, are problems easily designed and worked out. In some country schools such civic problems as the beautifying of the school premises have proved practical; orderly arrangement of the school entry, shelves for dinner pails, garden plots, etc. The making of a well-drained path gives interesting opportunity for the study of road construction,

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<sup>1</sup> See "School Art Book" for December, 1905, and December, 1906.

which has now been reduced to a science, and also for the study of the artistic problem of beautifying the school yard.

In a few schools annual sales of objects made of leather, metal, raffia and wood have been held, and have been profitable enough to furnish a supply of material for the following year.

The fact that the objects have a market value has increased the interest of the children in making careful plans, in obtaining a knowledge of processes and in searching for designs of high artistic quality. They desire to produce work sufficiently excellent to be accepted for the sale.

Closely related to constructive work is its necessary language, — of working drawing. This was once taught separately, but working drawing that is not the outgrowth and accompaniment of actual construction is of doubtful value. It frequently degenerates into dictation exercises in instrumental drawing, the results of which, as seen in exhibitions, easily deceive the casual observer into thinking that those who made such drawings must have had a practical knowledge of the principles of working drawing.

In industrial life by far the larger part of working drawing is, in its first stages, free hand. In this condition it is frequently turned over to a draughtsman to be rendered instrumentally, as a writer turns over his scribbled and interlined manuscript to a stenographer. The most practical ability in working drawing is power to show adequately, by rapid, free-hand sketches, the construction of objects. Many students who have done much instrumental drawing realize with surprise, on entering a technical school or workshop, the paramount industrial value of ability to draw free hand. When by a sketch one can place before himself and others many ways of doing a thing, he is enabled to make comparisons, and more easily to choose what is fittest; for in his sketches he has already tried many schemes without too much waste of time and costly material. This is a direct aid to industrial intelligence.

It follows, therefore, that constructive work and working drawing in schools without special equipment should not be slipshod because tools are few and materials simple, but should be carried out in a workmanlike manner, with sketches, exact patterns, calculation of material and best available workman-

ship, in order that industrial intelligence, for the lack of which other intellectual attainments do not fully compensate, may be exercised.

III. Development of appreciation of beauty in constructed objects.

Development of appreciation of beauty in objects ornamental or utilitarian is a source of high pleasure, which is limited only by the degree of its development. It is not so largely a matter of formal training of the eye and intellect as was once supposed. Such training, if unaccompanied by acts of definite choice, based on growing likes and dislikes, is likely to make no permanent valuable impression.

Appreciation is developed partly through much interested choosing between things better and worse. One may see all kinds of wall papers and hear much concerning the respective merits of their designs and color schemes, but until he is called upon to choose one for a particular environment his full mental activity is not aroused nor his appreciation wholly awakened.

It is developed partly also by shaping forms and mixing colors with one's own hand. One who has carved a spoon or a bowl in wood, or hammered it in metal, has not only opened up a source of keen interest in fine shapes, by choosing from among many possible patterns the best as his model, but his hands, in shaping material into the form of the fine pattern, have aided him to a more complete enjoyment of it than would have been possible without this motor assistance.

A high capacity for enjoyment of beauty in constructed objects is seldom developed alone by seeing beautiful things, without ever having tried to produce them.

The masterpieces of beautiful constructive work have been conceived at a time of spiritual exaltation and delight. The real value of their beauty is that it can awaken again and again a kindred pleasure in the appreciative beholder. Thus they become a joy forever. The fellowship of effort which results from one's attempts to make beautiful things is a potent factor in bringing one's delight as a beholder near to that of the producer.

Therefore, even in schools without special equipment constructive work should never be ugly, but should be the most beautiful of its sort. The children should see many examples

in actual material or in pictures, and discuss these from the standpoint of beauty as well as utility.

To summarize these points, the threefold aim of constructive work in public schools, towards the accomplishment of which the necessarily varied and informal exercises undertaken in schools without special equipment should tend, is:—

I. To make the results of all teaching more permanent and valuable by introducing the element of motor activity, which is a necessary factor in intellectual development, and therefore must be recognized in any efficient scheme of public school education.

II. To develop industrial intelligence, *i.e.*, habits of efficient, thoughtful, well-planned economical doing, and a sane confidence begotten of experience as well as of information.

III. To develop appreciation of beauty and excellence in constructed objects, and establish true standards of judgment.

These are the standards of attainment by which constructive work may be tested. Particular courses, problems and equipment are valuable only in so far as they aid toward these ends. A teacher who appreciates the fundamental purpose of constructive work will generally find, in the ordinary circumstances of school and home activities and environment and in local industries, abundant opportunity to secure the main advantages of constructive work, even without special equipment.

In response to many inquiries regarding the essentials of mechanical drawing, the following report on that subject, compiled by a committee of the Boston Manual Training Club, is here given:—

#### ELEMENTARY MECHANICAL DRAWING.

One quarter of the time devoted to drawing should be given to mechanical drawing.

Such drawing should be correlated with any manual training work in the school.

As the power to produce working drawings free hand is of great value, rapid sketching of views is advocated, as well as finished instrumental work.

If possible, confer with manual training teacher, and avoid useless technicalities.

#### *Fourth Grade.*

1. Shapes and names of objects (plane figures.)

(a) Teacher holds up objects, and pupils name.

(b) Teacher names object, and pupils sketch on blackboard and paper.

2. Measurements of objects (of even sizes) such as will involve no smaller measurements than  $\frac{1}{4}$  inch (cardboard to be previously cut to such sizes).

3. Drawing objects to correct measurements (no dimensioning). (Step 2 to precede step 3 by only a short time.)

*Instruments.*—Ruler<sup>1</sup> (graduated to  $\frac{1}{4}$  inch), pencil, pasteboard, circle marker or compass attachment.

*Terms.*—Length, width, horizontal, vertical, oblique, parallel, angle, right angle, square, rectangle, circle, radius, center, triangle.

All objects drawn should be cut out with scissors. If this is impracticable, then the drawing should be shaded so that the figure will be prominent, rather than the lines.

Completed work should be returned to the pupils after inspection.

#### *Fifth Grade.*

1. First few lessons to be a review of fourth-grade work.

2. Pupils to make working drawings from objects (plane figures). Teacher working at blackboard.

3. Pupils to make objects from their completed drawings, the blackboard drawing being erased.

*Instruments.*—Same as in fourth grade, except that ruler should be graduated to  $\frac{1}{8}$  inch.

*Terms.*—Triangles (equilateral, isosceles, scalene, right), hexagon, semicircle, diameter, circumference. Pupils should recognize object in whatever position held.

If possible, apply appropriate decoration to objects made, thus correlating with design and color work.

Completed work should be returned to the pupils after inspection.

#### *Sixth Grade.*

1. Making and dimensioning drawings, involving radius, diameter and fractions (plane figures).

2. Simple geometric problems: bisecting a line, bisecting an arc, erecting a perpendicular, inscribing an arc of given radius within a right angle. Study developments of simple solids, such as cube, rectangular box, square pyramid and triangular pyramid. Construct these simple type solids or similar articles, such as models of the pyramids or Bunker Hill Monument, candy boxes, etc.

3. Use paper and cardboard (we advise knife work in wood, where possible).

*Instruments.*—Same as in fourth and fifth grades, except that ruler should be graduated to  $\frac{1}{16}$  inch.

<sup>1</sup> School rulers should have one quarter of an inch blank at each end and numerals marked over division line.



*Terms.* — Octagon, diagonal and diameter (of polygons), arc, quadrant, trefoil, quatrefoil.

Completed work should be returned to the pupils after inspection.

#### *Seventh Grade.*

1. Copying working drawings of two views in connection with the object, using drawing board, T square and triangles.

2. Reading of simple working drawings of two views, and subsequent study of objects represented.

3. Much sketching, occasionally followed by the making of finished drawings: top and front view, top and side view, or front and side view. Explain and illustrate relation of views.

4. Simple free-hand lettering.

5. Geometrical problems: construction of ellipse and comparison with oval; and other problems applicable in construction work.

6. Opportunity should be given pupils to design geometric borders and surface patterns, applicable in manual training work.

*Instruments.* — Drawing board, T square, triangle, ruler (graduated to  $\frac{1}{16}$  inch), pencil, compass attachment.

*Terms.* — Length, width and thickness, major and minor axis, focus and foci, perimeter.

Completed work should be returned to the pupils after inspection.

#### *Eighth Grade.*

1. Constructing simple geometric forms mechanically, illustrating more than one way.

2. Letters and lettering, large and small, free hand and mechanically.

3. Border and geometric patterns, drawn instrumentally.

4. Sketches (three views where necessary) of simple solids, joints and familiar objects, possibly manual training models, occasionally followed by working drawings, to include drawings and drawings made to scale.

*Instruments.* — Same as in seventh grade.

Completed work should be returned to the pupils after inspection.

#### *Ninth Grade.*

1. Geometric patterns, drawn instrumentally.

2. Working drawings of familiar objects.

3. Simple machine details, simple house plans and elevations.

4. All drawings to be dimensioned, some being scale drawings, including sections and section linings.

*Instruments.* — Same as in seventh grade.

Completed work should be returned to the pupils after inspection.

The committee who compiled this report on the essentials of mechanical drawing in elementary schools comprised the fol-

lowing men: Clarence M. Hunt, Francis L. Bain, John C. Broadhead, Edwin R. King, Frank M. Leavitt, Alexander Miller, Josef Sandberg, Joseph T. Whitney. Their recommendations are worthy of careful consideration by teachers of mechanical drawing.

WALTER SARGENT.

DEC. 31, 1906.



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**APPENDIX D.**

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**TO WHAT EXTENT ARE DRAWING AND MANUAL  
TRAINING RELATED?**

**BY**

**FRANK M. LEAVITT,**

**ASSISTANT DIRECTOR OF DRAWING AND MANUAL TRAINING.**

**PAPER READ BEFORE THE BOSTON NORMAL ART SCHOOL ALUMNI  
ASSOCIATION, JAN. 19, 1907.**

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## TO WHAT EXTENT ARE DRAWING AND MANUAL TRAINING RELATED?

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Let me say at once that I shall treat my subject frankly from the manual training standpoint. As seen from this point of view, I shall state anew the *purposes* of giving instruction in drawing and the *purposes* of giving instruction in manual training, selecting those more commonly given by interested advocates of these two branches of school work to-day.

What I have to say is very simple and has often been said before; but it sometimes happens that old truths stated in a new way, and especially old truths placed in new relations, assume new significance and have a new value. It is my hope that we may come to some clearer understanding of the relation between drawing and manual training by comparing the various purposes for which they are said to be taught.

The purposes of giving instruction in drawing in, let us say, our public schools, are, as I have gleaned them from various sources, as follows:—

1. To develop the habit of observing, with some care and accuracy, the appearance of the common objects with which we come in daily contact.
2. To develop some facility in expressing graphically the facts thus observed. This facility is thought to be desirable because of the added power which another form of expression naturally gives, because it helps a pupil to clarify his ideas regarding any visible thing, and because it enables him to illustrate other school work.
3. To develop ability to make and to read simple working drawings.
4. To give some acquaintance with color, — knowledge of its theory, appreciation of its effects and practice in its application.

5. To impart some knowledge of great works of art, ancient and modern, usually considered under the heads picture study and historic ornament.

6. To give an insight into the principles of design, including application to material.

7. To develop the æsthetic sense, which enables one, as John Cotton Dana says, "to see clearly, to discriminate and to feel."

What, now, are the alleged purposes of giving instruction in manual training? Let me, parenthetically, call attention to the fact that quite as the word "drawing" very inadequately expresses the purport of the work now done under that head, so the term "manual training" is only in a small degree descriptive of the subject as it is embodied in the school life of to-day.

The purposes of giving instruction in manual training are said to be as follows:—

1. To develop habits of neatness, order and exactness.

2. To afford some facility in the use of tools, and some knowledge of the processes by which common materials are bent and formed and fashioned into the articles with which we daily come in contact. This facility is thought to be desirable because it furnishes added means of expression; because it calls the pupil's attention (to some extent at least) to the inevitable relation of cause and effect; and because it makes possible a greater variety of illustrative school work.

3. To develop manual skill for industrial ends.

4. To provide rich and varied motor training, that increased mental power may result.

5. To provide a rational basis for the study of typical industries.

6. To prolong the school life of some of our pupils by appealing to their natural interest in constructive work, and especially in that which possesses possible industrial value.

I believe that a thoughtful comparison of the purposes of drawing with the purposes of manual training, as here given, will show that in certain respects the subjects are supplementary, while in others they are almost wholly independent.

I shall call attention first to some phases of manual training in which its purposes differ widely from those of drawing. The

benefit to be derived from such consideration here consists mainly in this, — that fuller knowledge of our aims will gain for us respect where sometimes there has been lack of appreciation. This is important, for there must be mutual respect if drawing and manual training teachers are to work together successfully.

You will note that both drawing and manual training are sometimes considered, not as subjects of instruction themselves, but as methods of teaching other subjects. Manual training is an excellent preparation for and an aid in the teaching of physics, for example. Constructive work gives the pupil, at first hand, a knowledge of some of the properties of matter, and the processes involved illustrate some of the laws of physics. A man might have a theoretical knowledge of all the laws of physics, but without some practice in the mechanic arts he would find little opportunity for the application of them.

A moment's reflection will show us what important contributions the mechanic arts have made to nearly all phases of applied natural science, — gravitation, heat, light, electricity, giving us our marvellous means of locomotion, of transmission of power and of communication, and the whole field of optics, including the many varied applications of the microscope, telescope and camera. Without knowledge of mechanical principles and processes the mental attitude of our ingenious inventors would have been impossible, and the intricate and accurate scientific instruments and machines would not have been forthcoming. The foundation of this knowledge of mechanical principles and this possession of mechanical experience is laid by the simple, straight, square, exact work of our manual training, at which our more artistic brothers among the drawing teachers sometimes laugh, and for which they sometimes criticise us. There is, therefore, much of our manual training work which has little evident relation to some of the pictorial or ornamental phases of our art work, but which is none the less artistic within its own sphere.

In this connection may I quote from an address by Mr. Milton P. Higgins, president of the Norton Emery Wheel Company, Worcester, Mass. "It is very important," says Mr. Higgins, "to ask what kind of drawing or art training will



best meet the needs of a manufacturer and the needs of a mechanic. Must it have to do with art culture? Yes; for the mechanic knows art and he appreciates culture, but it must be his kind of art and his kind of culture, — still, art and culture just the same. Must it have to do with beauty? Yes; for he, the mechanic, loves the beautiful, but not always the same beauty that the landscape artist loves, but beauty just as surely."

If I could, I would paint you a word picture of a beautiful landscape, rich in color and vibrant with light, and I would ask you to try to realize the paucity of the soul which could not receive pleasure from its contemplation. Poor also is he who can listen to one of Beethoven's sublime symphonies without being thrilled by its beauty and grandeur. But what of the man who can stand unmoved before a Corliss engine, which is so perfectly designed and so accurately constructed that it silently does the work of five hundred horses? Does not he also lack something of complete appreciation of the beautiful? It is this kind of beauty, I think, to which Mr. Higgins refers.

I have intimated that drawing teachers may occasionally overlook the importance of certain phases of our manual training work. On the other hand, it is undoubtedly true that manual training teachers sometimes fail to appreciate the value of some of the drawing, the final results of which must be sought for in the developed æsthetic sense which enables one "to see clearly, to discriminate and to feel."

An examination of those forms of manual training which have been given for the specified purpose of developing mental power will show another instance in which manual training has been developed independently of drawing. In this connection it is necessary to examine briefly the historical or social setting of the manual training movement.

Two generations ago the majority of our youth were growing up in rural districts, in villages or in small towns. Even those in the more highly educated classes had only a few weeks' schooling, were in close contact with nature, and had ample opportunity for useful and varied manual work. Incidentally they became acquainted with whatever industrial life there was in their immediate environment.

On the other hand, those who were preparing for an indus-

trial life were cared for by the apprenticeship system then in vogue, which provided not only for instruction in the chosen trade, but, at the same time, for a certain amount of schooling. In neither case were children taken from life to be educated for life, but a rational and intimate relationship was maintained between work and study. According to Mr. William Noyes of Teachers' College, it is the present mission of our schools to re-establish this relationship between work and study. I have heard many men speak on the subject of manual training in the last fifteen years, and, without exception, the men of great breadth of view and of profound learning have emphasized the importance of manual training in this particular. Men differing as widely in their educational work as Dr. Dunton, formerly of the Boston Normal School, Dr. G. Stanley Hall and Dr. Nicholas Murray Butler, have all insisted that this combination of work and study produced men and women of superior mental and moral fiber, and that it is the chief purpose of manual training to re-establish the true balance between manual work and book work.

The recent report of the Massachusetts Commission on Industrial and Technical Education says:—

City life instead of rural life, life in tenements and flats instead of in houses, together with the increase of wealth, have combined to deprive great numbers of children of these opportunities for industrial activity which were inseparable from life on the farm. Well-to-do people are everywhere lamenting that there is nothing for their children to do. The children are always receiving and never giving. Food, clothing, shelter, education, amusement,—all come to them as freely as the air and the sunshine.

The effects of these changes repeatedly brought to the attention of the commission are not most serious where we might naturally expect, in a lack of manual efficiency, though that is marked, but on the intellectual and moral side. There is a one-sided sense of values, a one-sided view of life and a wrong attitude toward labor. Not having any share in productive labor, and being out of touch with it, the youth have no standards by which to measure time or possessions or pleasures in terms of cost. Many persons believe that about this point center some of the gravest present-day social problems.

No summary, however brief, of the influences which have inspired and modified the manual training movement, should

fail to include some mention of the contribution made by those who studied the question from the standpoint of physiological psychology. Briefly stated, their conclusions were as follows: The larger part of the brain is that which is affected by and which controls motor activity. The larger part of the motor area of the brain is that which is related to the hand. Therefore, much use, and especially the varied and purposeful use, of the hand results in a development of the motor area of the brain, and, by association or contagion, as it were, in the improvement of the whole mental structure. The chief aim of manual training, according to this theory, is to multiply and enrich the motor experiences. The well-developed brain is one which possesses a great variety of motor memories. It is safe to say that this theory has materially affected the practices of scores of manual training teachers. I am inclined to believe, however, that it has far less influence to-day than it had ten years ago, and that the more obvious social and industrial purposes are controlling or shaping our manual training work. I submit, however, in so far as the above theory is valid and valuable, in so far as the important thing is to increase and enrich the motor memories, that manual training must be governed by other considerations than the correlation with drawing.

It is, however, in those phases of drawing and manual training which are supplementary that we are most vitally interested, and I turn with pleasure from the foregoing somewhat academic discussion to two practical considerations.

The report of the Commission on Industrial and Technical Education shows that drawing and manual training had a common origin in the schools of Massachusetts, as both were authorized by legislative enactments which were prompted solely by industrial considerations. If we can accept the conclusions of the commission, neither has served to any considerable extent the end for which it was authorized; both have gone wide of the mark and both share in the common condemnation. The report says: "The result has been that drawing in the schools has become more and more exclusively cultural in its purpose and method, and the original industrial purpose has been largely lost sight of." It also says: "The wide indifference to manual training as a school subject may be due to the

narrow view which has prevailed among its chief advocates. It has been urged as a cultural subject, mainly useful as a stimulus to other forms of intellectual effort, a sort of mustard relish, an appetizer, — to be conducted without reference to any industrial end. It has been severed from real life as completely as have the other school activities. Thus it has come about that the overmastering influence of school traditions has brought into subjection both the drawing and the manual work."

This is a somewhat gloomy picture, or it is a challenge, as you choose to look at it. Let us, with this stinging criticism in mind, take up some of the purposes previously mentioned, and see if, by *combining* the forces of drawing and manual training, we cannot make both more vital.

Take three of the previously expressed purposes of drawing: —

1. To develop the habit of observing the appearance of common objects.
2. To develop some facility in expressing these facts graphically.
3. To develop the ability to make and to read working drawings.

I believe that there is a relation between drawing and manual training, regarding the formation of habits of observation and the development of facility in graphic expression, which is generally overlooked. I also believe that, because the relation between manual training and the working drawing is so obvious, it is often over-emphasized or misinterpreted.

In English composition it is thought best to require children to write about matters of their own experience, because they will then express *themselves*, not merely repeat words in a parrot-like fashion. In the same way, drawing teachers would do well to have the children make perspective drawings of the models they are to make or have made in the manual training room, because these models are of immediate and vital interest to them. The facts of form are important to them, and, if they are somewhat familiar, they are *somewhat* new, which cannot be said of the type solids.

Instead of making perspective sketches of the manual training models, pupils are generally required to make careful working drawings of them. This *seems* logical, but I believe it is

unreasonable. Ultimately we wish our pupils to have the ability to make and to read working drawings. It is as illogical to have the children read only the drawings which they themselves have made as it would be to have them read only such English as they themselves had written. The *reading* of working drawings can best be taught by the manual training teacher. Carefully prepared drawings should be furnished for most of the models in the earlier years of the work; and the manual training teacher fails in his full duty every time he tells his pupils a fact of form or dimension which can be learned from the drawing.

To *make* a working drawing, one must have the ability to work with some accuracy, and must understand the method of representing, by two or more so-called "views," the facts of form and dimension of an object just as they are, not as they seem, — in a word, orthographically.

The ability to *work accurately* can be better developed by constructive work than by pencil and straight-edge; and this ability can be put to practical use in drafting at twenty-five as well as at twelve. In constructive work the child experiences the shock of misfit. I borrow the expression from Dr. Frank McMurry, who tells interestingly about receiving such a shock himself while attempting to fit a screen door. The problem was simple: an opening of a given size, a screen door slightly larger than the opening, — plane the door until it was the same size as the opening. He says: "It is only when one has experienced the shock of the misfit between what he has thought will hold, on the one hand, and what he finally finds to be true, on the other, — it is only then that one is really sharpened to the point of developing good judgment." Children rarely experience this shock from inaccuracies in their drawing.

The understanding of the *method* of orthographic projection is a feat of the imagination, and can be gained at twelve better than at twenty-five. It can be gained better by making ten free-hand sketches in an hour, orthographically, than by making one such drawing mechanically, — mechanically as to the drawing, and also mechanically as to the understanding of it; for it takes the beginner so long to express the thought that soon there is no thought to express.

Therefore, have pupils make pictorial drawings of their

manual training models. Teach the methods of orthographic projection apart from manual training, employing free-hand sketches and numerous models, and let the manual training teachers teach the reading of working drawings.

I believe that the most vital relation of drawing and manual training, however, is indicated in the two following purposes: (1) it is an expressed purpose of manual training to prolong the school life of our pupils by providing constructive work of a possible industrial value; (2) it is an expressed purpose of drawing to give an insight into the principles of design, including application to material. It is precisely here that neither drawing nor manual training has been able, *alone*, to fulfill the expectations of its friends and advocates. Working *together*, there is promise of satisfactory results.

It is worth while for us to appreciate the fact that the industrial phases of our work are receiving much attention at this time. The last program of the department of superintendence of the National Educational Association gave much time to the subject, as did the program of the joint session of the Eastern Art Teachers Association and the Eastern Manual Training Association. More recently the National Society for the Promotion of Industrial Education was organized in New York, with addresses by many prominent men and women. The Social Education Congress, which was convened for the first time in Boston last November, also gave prominent place to the consideration of industrial education.

The subject of the applied arts has also received much attention, and one frequently hears such phrases as "the applied arts and their relationship to life," or "applied design as related to industry." Notwithstanding that much has been said about it, the problem of industrial education is far from being solved, for it is a most complicated one. Those who talk learnedly about it have no solution to offer. Some claim that it is not the business of the schools to try to solve the problem; but I believe that it is a problem, both for our industrial interests if they are to maintain even the present mediocre standards, and for our educational institutions if they are to hold their place in the esteem of the people at large as an important factor in our national existence.

There is grave danger, if the working out is left entirely to

the industrial interests, that they may carry over into the shop-school the features of present industrial methods which are least desirable, — such, for example, as the subdivision of labor and the training for great efficiency of effort in a very limited field. There would also be a tendency to become over-technical and ultra-utilitarian. I believe that it is precisely at this point that the educational institutions will tremendously affect the problem by bringing to bear the combined forces of drawing and manual training. The educational institutions, by their very traditions, will tend to uphold the idea that the industrial demands will not be met by the development of manual skill alone in one set of people and of taste and appreciation alone in another set. Skill alone might result in the ability to turn out a larger amount of ugly work, and to flood the market with goods that are attractive simply because they are cheap. Taste and appreciation alone frequently result only in criticism of our own, and praise of other times and people. The industrial ends will best be served by that training which enables the worker to appreciate, even if he does not actually participate in, the entire process from design to finish. It is this all-round training toward which the schools will naturally tend.

It remains to make some suggestion as to how the schools are to attack the problem. Of course the best way — the only way — is to train competent teachers. These teachers *will be trained*, — if not by normal schools, then by some other agency; but they will be trained. The fact remains that there are not to-day a sufficient number of teachers trained in both manual and art work to materially affect the problem, and the problem is a *present* problem. Therefore, what is needed immediately is the co-operation of our present forces of drawing and manual training. Mr. John Cotton Dana, librarian of the Newark Public Library, says: "This is already evident, — that the teacher of drawing and art in the schools is going to get the strongest and best argument for the continuance and the expansion of her work from the relations it will have with things made with the hands." In all grades we see teachers of drawing trying, and rightly trying, to carry the drawing, the design, over into construction; but in all grades, especially in the higher, we find these teachers hampered by their lack of knowl-

edge and experience regarding materials, tools and processes of construction. We find them ignoring the manual training room, with its equipment of tools and its teacher, who, by training and experience, probably has the ability to work in several kinds of material. We find them improvising tools and processes whose only recommendation is that they are ingenious. Metal work, for example, has thus been done with a pair of scissors, a bottle and a nail. It is especially true in high schools that the drawing teacher, who has the ability and the training to enable her to teach the designing for half a dozen lines of work, confines herself to one, because in that one she has the knowledge which permits her to teach, as well, the application of the design to material. What is needed here is the co-operation of a good, all-round, manual training teacher.

On the other hand, we find the manual training teacher who has become dissatisfied with the making of abstract practice pieces, or "useful models" of doubtful utility, reaching out into the world of real things, and trying to design furniture, etc., ignoring the drawing department, with its technical knowledge of design, and relying for suggestions on catalogues of manufacturers, or on the drawings of other teachers as untaught in the arts as himself.

Dr. Hale's great word "together" is the great word here also. I believe that the barrier which has kept the two school activities apart has been personal rather than technical. There has generally been an attempt of one to absorb the other, or of the other the one. There has been professional jealousy, and, worst of all, misunderstanding of the other's purpose and point of view. It is of first importance that drawing and manual training teachers should be brought to realize their dependence each on the other. Neither should be subordinated to the other. Over-prominent self-respect should give place to mutual respect; and it will, when it is understood by each that the other has something without which *he* cannot do his best work.

With right understanding between the two, there will always be conference as to questions of time, ability of the worker, limitations of the material, etc., before any project is begun. There will be co-operation throughout the entire process, and joint satisfaction in the finished product.



There will also be an effort on the part of both to learn something of the "economic idea." There is no time to consider that subject here; but the "economic idea" involves questions of organization for work, concentration of effort, elimination of waste and a consideration of values, — time value, value of material, and the value of good workmanship. And may I express the belief, in closing, that manual training will make an important contribution to art in the schools in this very matter of good workmanship. To one engaged in the finer kinds of machine tool work it is a common matter to deal with measurements of one one thousandth of an inch or less. In speaking of this fact, I have often noticed the look of incredulity in the faces of those who have had no experience in such work. In the same way it is incomprehensible to one untrained in the refinements of art that the beauty of a curve may be destroyed or the perfect rhythm of a design be missed by the deviation of a line by so little as a hair's breadth. Even though untrained in art, one can the more readily accept this latter statement as a fact because he has had experience with the former. And so I believe that the person who has learned to have respect for clean-cut, accurate work, honest construction and good finish, — in short, for good workmanship, — will have become more discriminating in regard to the arts, and will have refined, to that extent, whatever else he has otherwise acquired of the æsthetic sense.

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APPENDIX E.

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REPORT OF A VISIT TO NORMAL SCHOOLS OF THE  
MIDDLE WEST.

BY  
ARTHUR C. BOYDEN,  
PRINCIPAL OF THE BRIDGEWATER STATE NORMAL SCHOOL.

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## REPORT OF A VISIT TO NORMAL SCHOOLS OF THE MIDDLE WEST.

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*To the Board of Education.*

Through the courtesy of the Board of Education I was permitted to give the month of May, 1906, to inspecting normal schools of the middle west. The visit included eight schools, which were recommended as being representative of the organization and methods of normal work in that section of the country. The utmost kindness was extended to me by the authorities of these schools, and many valuable suggestions were gained which are worthy of careful consideration by the schools of this State.

The schools selected were those at Ypsilanti, Mich., representing, with its membership of 1,600, the normal college type of school; Kalamazoo, Mich., a new school which is working at the problem of preparing teachers for the rural schools of the State; Milwaukee, Wis., a normal school under city conditions, requiring high school graduation as an essential to admission; Oshkosh, Wis., a large school, organized along broad lines; Menomonie, Wis., unique in its organization for industrial work, and having intimately connected with it a county agricultural and training school; Cedar Falls, Ia., organized on a scale to meet the needs of a large State in which it is the only normal school; DeKalb, Ill., a comparatively new school, finely situated, and equipped along modern lines; Normal, Ill., one of the oldest schools, and well organized in all lines of work. Although none of these closely resemble the Massachusetts schools, there is much of value for us to learn from them in their plan and organization. A visitor from the east is impressed with the progressive spirit in which modern problems in education are met, the great freedom allowed in working out the problem and the adaptive means used to accomplish the work.

### THE NORMAL SCHOOL AN INSTITUTION.

What makes the most marked impression is the breadth of the work regarded as appropriate to a normal school. The larger schools are thoroughly differentiated into departments, each with its head and its body of assistants. All lines of pedagogical preparation are covered, — primary, secondary and specialization. All kinds of student-activities are organized and developed, — literary, social and athletic. As a result, a strong class of students is attracted to the institution, and the graduates have a wide range of influence in the State. Strong faculties of expert teachers are possible to a degree unattainable in small schools, where one person must teach a variety of — sometimes unrelated — subjects.

The school year is divided into terms of twelve weeks each, often with an additional summer term of regular work. Compact courses are thus provided, which comprise five hours per week in four subjects, not including physical training, general music and literary exercises.

### CULTURAL CHARACTER OF NORMAL WORK.

In most of the schools the so-called curriculum studies and the distinctly pedagogical subjects are obligatory, while the additional subjects are arranged in groups of electives, thus enabling students to pursue lines of culture which will contribute to their teaching ability much further than an entirely obligatory course will allow. The study of these cultural subjects is conducted with direct reference to teaching, and is intended to be on as broad lines as the work in the State University. In most cases the University gives specific credit for work done in the normal schools. As a result, a large number of normal graduates each year go on to the University, and later fill positions in the high schools of the State. This plan seems to be one solution of the problem of preparing teachers for secondary schools. The faculties of the normal schools are largely made up of graduates of both institutions, — normal school and State University.

In schools having a four years' course above high school graduation a pedagogical degree is given, after thorough ex-

amination. The elective cultural work makes this possible, and it gives an adequate recognition of professional preparation.

#### LIBRARIES AND READING COURSES.

All of the schools have large libraries: Milwaukee, 11,000 volumes and 6,500 pictures for school use, all carefully card catalogued; Oshkosh, 12,000 volumes in the normal library and 1,500 volumes in the training school library; DeKalb, 12,000 volumes; Normal, 15,000 volumes and 4,500 pamphlets. The purpose seems to be to make the libraries complete in all lines that apply to the teacher's preparation for his profession. Trained librarians are in charge of each library, with a corps of assistants sufficient to make it available to students and teachers in the most effective manner possible; so that the libraries are fully organized and in constant use by all the students. Bibliographies are prepared by the librarian and instructors, in order to make all of the books and pamphlets valuable to the school departments. Courses are given in library management, to assist the students after graduation in organizing and caring for school libraries, as well as to give them facility in using large libraries.

Much attention is given to essays, debates, reading courses, literary societies and student plays, as representing the work of the literary departments.

In all the Wisconsin normal schools specified reading courses are established, for a threefold purpose: (1) to put in practice the knowledge of how to read, gained in the literary courses; (2) to extend the knowledge of books; (3) to put students in touch with world interests. Two of these courses, juvenile literature and library science, are required of all students. In addition, each student elects two courses from the following list: literature, travel, history, economics, sociology, science, pedagogy, psychology, ethics, art. Once a week the members of each reading course meet the teacher of the department under which it is conducted, for reports and discussion. The results of such courses are not only the formation of good habits of reading, but also the acquisition of a large fund of literary knowledge valuable in school work,—one more step towards the education of a cultivated teacher.

## MANUAL ARTS.

One is impressed with the vigor manifested in the different schools in working out the manual training courses. All of the schools are equipped for the different lines of manual training and for domestic science. Many of them are well prepared for training in the elements of practical agriculture. The grade teachers are prepared in all the lines of constructive work, — those from kindergarten upward, in many cases through the high school. Specialized courses are provided for supervisors, as a means of introducing the subject into the schools on the plan of an interchange of subjects among teachers in large buildings. The following principles are emphasized: —

1. Manual training should be *active*, rather than passive; therefore, the children should be moving about, using the different muscles of the body, in order that proper physical development may be attained. The exercises are planned to give much freedom of movement.

2. Lines of training should be chosen that will open up the *important industries*. The materials and the steps are simple, — adapted to child development; but they are so used as to lead up to a better understanding of the modern complex processes. In other words, the purpose is to make all the exercises educative.

3. The articles made should be intrinsically *useful*, and, if so desired, salable. This implies a practical turn to the work, — a fitting of means to the conditions in which the pupils are living, where the cost of the material, the time and effort spent upon it, and the actual use to which the article can be put in the home or school are important factors.

4. There should be a union of *art and craft*; design and structure should go hand in hand. In making the necessary models, each pupil first makes his own design; so that, while the models are similar, no two are exactly alike. The finished product should be a beautiful and useful article.

5. Originality should be encouraged, in order to develop inventive and creative power. After each fundamental model is made as indicated above, freedom is given pupils to construct

objects based upon the model in accordance with their own wishes or needs. These objects include toys, pieces of apparatus, furniture, implements, etc.

6. There should be a *thought basis* for all the work, — not mere imitation or repetition. Each object becomes a problem to be worked out, and it is so planned as to save material and effort. The cost of material and time is carefully reckoned, in order to decide upon a fair price if the article is to be sold.

7. The element of the children's special interests should be considered in the articles to be constructed, particularly in their earlier years. Articles used in their games, in their gardens and in their doll houses are considered among the most effective. As the work proceeds, the training involves the shaping and directing of interests into lines of permanent value.

As to materials and courses, there is a critical and discriminating attitude evident. In the light of the above principles, much that has previously been used is now being rejected. In cardboard construction, for example, hosts of articles that are mere trinkets are being laid aside; and among the articles that are considered of most value are booklets for a variety of uses, real pasteboard boxes and covers, filing envelopes of different sizes, and photomounts. These enter into the life of the home, and after samples are made in the school exercises, duplicates may be made by the children as desired.

Clay work is coming into a place of increasing prominence, not only because it represents an important industry, but especially because of the ease and rapidity with which it can be used to represent form and design in all the grades of the schools.

Weaving represents an industry, simply, and has a limited value. Beginnings are made with commonly available material, such as reeds and corn husks. Materials are used in the order of the muscular force required to manipulate them. Raffia has a limited use, as a means only, because it does not represent an industry. Usually only one of a given kind of product is required, the rest being voluntary, according to the desires or needs of each child.

Bent iron work also has a limited use, but is valuable in



teaching structural ideas as represented in bridges, or in making really ornamental objects, as in the case of the lantern model.

In some of the schools the normal students were using book binding as a most valuable kind of industrial training. The hand printing press was a helpful adjunct.

In domestic science most of the schools are well equipped, either for the preparation of supervisors or for instruction in the kind of schoolroom domestic science that can be used with limited means in teaching those practical habits which are helpful in ordinary homes.

The fullest expansion along industrial lines which was observed was at Menomonie, Wis. Here are centered manual training courses from the kindergarten through the high school, a special kindergarten training school, a fully equipped training school of domestic science, a county training school for teachers in rural schools, and a county agricultural school. The principle followed out in these institutions is stated by the superintendent as follows:—

Manual training as a form of educational effort involves such a systematic training of the hand in construction work, through the use of tools and manipulation of material, as is adapted to the proper development of the motor activity of the hand, initiated, guided and controlled by mental activities essential for the proper development of the mind. This training will enable the individual to more readily and more effectively employ the hand in productive labor in the field of industrial effort.

#### SCHOOL GARDENS.

This movement has spread rapidly and in most cases effectively. The simple school gardens as at first established are expanding into natural science gardens adapted to the study of biological and agricultural problems by normal students, as well as for use by the children. All of the schools visited are equipped, some of them extensively, with large areas of land, a greenhouse, tanks for living water plants and animals, and a trained gardener. On the school grounds the attempt is made to have all the native trees and shrubs fully represented by typical specimens, and in the garden there is the succession of flowers arranged according to the seasons. Such an environ-

ment is eminently adapted to the study of insect and bird life in its natural association with plant life. The garden becomes a real nature laboratory for both normal students and children.

The purposes of the garden are: (1) to bring the students into first-hand contact with nature as a basis for science study; (2) to emphasize economic values through commercial crops raised in connection with geographical study; (3) to cultivate the æsthetic taste which will lead directly to school ground decoration and to the beautifying and improving of home conditions; (4) to train normal students in directing the development of school and home gardens.

In certain cities the results of this kind of work by teachers and pupils were in marked evidence. One city will serve as an interesting example. Every school ground had its decorative garden, prepared, planted and kept by the children. There were home-made greenhouses under the sympathetic care of janitors and teachers, in which plants were slipped and potted for winter and later prepared for spring planting. Seeds and slips were given out for home gardens, and in the fall each school had its flower and vegetable exhibit. In passing through the city a visitor sees evidences of this movement toward civic beauty in numberless yards in all quarters of the city. Such co-operation of school and home is possible in every city and town where teachers are prepared to direct or assist in the movement.

The instruction given in the county agricultural schools and in the county training schools for teachers of rural schools is eminently practical, dealing with the actual agricultural and economic problems of the county. The purpose is to make the rural school a center for the educational uplift of the whole community. The normal instructors know the county thoroughly, and visit their graduates to give advice and assistance. The students visit typical rural schools as a part of their training.

A beginning is being made in teaching the elements of agriculture in the normal schools under such topics as: (1) the soil, — its origin, texture, tillage, soil moisture, enriching the soil; (2) the plant and crops, — the seed, preparation of the seed bed, germination, plant growth, pollination, plant diseases,

injurious and helpful insects, management of crops; (3) practical work in propagating fruits and flowers by grafting, budding, layering and cuttings. Much of the nature study is turning into this line of practical work.

#### TRAINING SCHOOLS.

Certain well-defined impressions regarding the practice work are made upon the visitor to these schools: —

1. *The Thorough Organization and Differentiation of the Training Work.* — As a department of the institution the training school has its head, its supervisors and its critics. Its course of study is carefully worked out, and is usually printed. Lesson plans are insisted on with great care. The student teachers are early differentiated into kindergarten, primary, intermediate, grammar and high school grades, or as special teachers. In many of the schools the admission of students at the close of their second year in the high school, or its equivalent, gives opportunity for practice in high school work; it also has advantages to the students in giving them at least four years of thorough training in normal methods under strong teachers.

2. *The Group Plan of Teaching.* — Under this plan classes are divided into small groups of from six to ten pupils each. These groups are taught by the student teachers, each student teaching the same subject or subjects one period per day for a full term, under careful supervision. The purpose is to develop the power for good teaching along a definite course of study for a period long enough to enable the student to grasp the scope of the work. After sufficient practice along several lines of work, the student becomes a room teacher with charge of the details of management, — still under careful supervision. In some cases the students go out into the city schools, either to assist the regular teacher in routine matters, to help individual pupils, to teach certain branches or to take charge of a room for occasional periods. In the last year of the course many students go out as substitutes at nominal pay. There are various plans followed where city schools are used in addition to the regular training school.

3. *Critique Lessons.* — “For the illustration of methods in dealing with class exercises, illustrative lessons are given each

week. These lessons are conducted by critic teachers, by teachers from the normal department, or by students who have shown unusual skill in the training school. The classes are selected successively from the grades of the training school. The exercises are freely criticised, in the light of pedagogical principles. In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the normal department."

4. *Classes in Methods.* — The student teachers in the primary and grammar sections of the training school meet the supervisor of their section for preparation in the details of their work. The course of study is thoroughly discussed, a careful examination of the text-books is made, lesson plans for each grade are prepared, types of all the lines of constructive work are made by the students, and practical devices for drill exercises are prepared. This plan gives intelligibility and efficiency to each step in the practice teaching, and equips the teacher for the practical work of the school room.

5. *Special Course for Primary Teachers.* — In some of the schools this course has proved a marked success. It is provided for those "who have the mind, the spirit and the adaptability required for dealing with young children." A special diploma is granted, and the students are classified as "superior," "excellent," "good" and "fair," according to the degree in which they have succeeded in doing the work outlined. For high school graduates this course occupies two years, and includes child psychology, primary methods, elementary manual training and sewing, English, drawing, vocal music, physical training, arithmetic, biology, United States history, American literature, school management, history of education, a specified number of electives and practice in teaching.

#### OTHER POINTS OF INTEREST.

A brief outline of the other points noted in different schools will be sufficient without elaboration: —

1. The professional courses in education are broad and extended, including psychology, principles of teaching, school management, child psychology, science of education and the

history of education. Much emphasis is placed on the history of education. The objects of the study are to investigate educational ideals, ancient and modern, and to broaden the student's educational horizon by making him familiar with the leading educational theories and systems that have influenced our present ideals and practices.

2. Prominence is given in all the schools to economics and sociology. In sociology the aim is "to train the student to observe more closely the social conditions by which he is surrounded, and to relate these to his school work and to the community in which he is to teach." The study is supplemented by visits to various places, for the purpose of observing practical conditions. In economics the aim is "to create an interest in, and to secure, a scientific study of the affairs of the day." In most of the schools elementary courses are required, while advanced courses are elective. The subject is taken as a regular study, five hours per week.

3. Great importance is given to field work in geography and biology. There is an appropriate equipment of local maps, bird glasses, etc.

4. Special attention is given to physical training. Ample opportunities are provided for out-door and in-door athletics, and children's games are made a special study. The German, Swedish and elective systems are taught.

5. Individual training in blackboard sketching is a common feature of the schools. Usually a room especially fitted up for the purpose is provided. Extended practice is given in natural forms, plant and animal sketches, illustrations of literature and artistic reproductions or creations.

6. The observation of methods in the normal classes was necessarily limited. There were discussions in marked prominence, reports on library reading, the conducting of exercises by students, reading of theses, sharp quiz exercises, demonstrations and laboratory experiments. The lecture system was only slightly in evidence.

7. Thorough professional courses for college graduates and superintendents of schools are provided in most of the schools. These include child psychology, school management, history of education, modern methods of teaching, courses of study, school

supervision, philosophy of education, practice and electives from scholastic lines.

8. The importance given to musical courses is characteristic. Glee clubs are common as a part of the school work in music. Opportunities are provided for instrumental practice and instruction in preparation for teaching. In some schools there is a special music course for kindergartners, including care of the child's voice, study of kindergarten songs and practice in teaching songs to classes of children.

9. In Wisconsin the value of a State policy for normal schools is in evidence. Although freedom is allowed within general lines, definite purposes are worked out in broad plans and courses, and the unity and thoroughness of the work is noticeable.

10. Graduates of high schools with four-year courses who are accredited to the State University are admitted without scholastic examination, provided that the work of the high school in the branches covered is accepted by the University. Their work must be attested by the principal of the high school. This plan makes it easier for the normal graduates to receive credits in the universities.

11. Teachers' bureaus are organized in the schools, often with much detail. The normal schools become the centers for the distribution of teachers in the State.

12. The atmosphere of sympathy and confidence between students and faculty is very marked. The spirit of self-government is developed, and opportunities for student initiative are many. Advisors for different groups of students are selected from the faculty.

#### CONCLUSIONS APPLICABLE TO MASSACHUSETTS SCHOOLS.

The question arises, How far may the normal schools of Massachusetts profit by the experience of her sister schools in the middle west? Conditions, of course, are somewhat different; hence the following suggestions are made in a general form, without attempting to specify the detailed changes which they may imply. The specific modifications required might be worked out through conferences between the Board of Education and the principals of the normal schools.

A broadening of the course of study is needed, in order to give more opportunity for elective cultural work. At the same time, courses might be arranged so as to allow more differentiation in the preparation of teachers. Broad courses of reading could be established.

Definite steps might be taken toward the preparation of teachers for secondary schools and of those who wish to enter the field of supervision. In connection with this work there could be established closer relations between the normal schools and colleges. This might be accomplished by accepting college entrance certificates in place of the scholastic examination, and then gaining some recognition of advanced normal work by the colleges, or by arranging strong professional courses for college graduates. In some way the path to a college or pedagogical degree should be opened for normal school graduates.

There might be an expansion of the courses in the manual arts, including domestic science and the elements of agriculture, for the preparation of teachers along the most practical lines. School gardens should be developed into the broadest function of which they are capable. In view of the public interest in this question throughout the country, Massachusetts should take a leading position in the movement, and ample facilities for courses of this kind should be provided in each of the normal schools.

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**APPENDIX F.**

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**WHAT A CITY OWES TO ITS BOYS.**

**BY**

**GEORGE H. MARTIN,**

**SECRETARY OF THE STATE BOARD OF EDUCATION.**

**AN ADDRESS GIVEN BEFORE THE SOCIAL EDUCATION CONGRESS IN  
BOSTON, NOV. 30, 1906.**

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## WHAT A CITY OWES TO ITS BOYS.

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That great German statesman, Martin Luther, in an address to the councilmen of all the towns of Germany in 1524, used these words, which are as significant in America in the twentieth century as they were in Germany in the sixteenth: —

A city's increase consists not alone in heaping up great treasures, in building solid walls or in multiplying artillery; nay, where there is a great store of this, and yet fools with it, it is all the worse and all the greater loss for the city. But this is the best and the richest increase, prosperity and strength of a city, — that it shall contain a great number of polished, learned, intelligent, honorable and well-bred citizens; who, when they have become all this, may then get wealth and put it to good use. Since, then, a city must have citizens, . . . we are not to wait until they are grown up. We can neither hew them out of wood nor carve them out of stone. . . . We must use the appointed means, and with cost and care rear up and mold our citizens.

It is customary in debating societies for the disputants to begin by defining the terms used in the question to be discussed. Were I to follow this practice, I should find it easy to define a city, but impossible to define a boy. The word is undefinable, as the thing which it stands for is indescribable. We know him when we see him, and no words can add to our knowledge. And he refuses to be classified. In the morning he may seem to have all the marks of a civilized human being; before noon he has shown unmistakable signs of being a brute or a savage; and at night so affectionate is he that his mother thinks he is an angel. The long process of development by which the boy ultimately becomes useful includes on its physical side much that belongs to the lower animals. He is a whole menagerie. He runs like a hound, climbs like a monkey, digs like a woodchuck, dives like an otter, swims like a fish, fights like a bull dog, and in it all works like a beaver and is as busy as a bee.

This varied, kaleidoscopic activity, these lightning changes, become a consistent and harmonious whole under a single fundamental law.

The boy finds himself under an irresistible impulse to measure himself against every external force, to test every limb, every organ, every function, to its limit, and to do this every day. Although he bears no banner to advertise his emotions, "Excelsior" is stamped on his every act. The warning cry of his anxious mother, "Try not the pass," is always sounding in his ears; but he tries it all the same, — if not to-day, to-morrow.

By obeying this impulse he accomplishes two things. He gains in strength and agility, in power to handle himself, — to direct his energy in the most effective way.

Besides this he comes gradually to learn his limitations, — how far he can go in matching himself against the forces of nature, how much is worth while in his struggle for supremacy, what is the margin of safety in the risks he takes. All this is an essential element in successful manhood.

According to the Lamarckian theory, the neck of the giraffe grew by a long-continued effort to reach a receding food supply. So by doing stunts, by perpetual effort to break his own record, the body of the boy grows into the body of a man and becomes the efficient servant of his mind. And the mind itself grows in perception and judgment and generalization and inductive reasoning.

This fundamental law of boy life explains things which perplex many good people. It explains his general attitude towards the world, his contempt for the weak, his hero-worship, his early choice of a vocation, — a pirate, a cow-boy, a policeman, a fireman, a locomotive engineer, a diver, a balloon man, — and latterly he sees in the occupation of a chauffeur a supreme opportunity to kill and be killed. The sea with its mysteries and its perils has always had an irresistible charm for boys.

It explains, too, his choice in reading. He wants to know about men who dare. When a small boy had asked his mother to read to him in the papers about the prize fights, and had

been refused, "Then read to me in the Bible about Samson," was his reply.

In all this are we not hearing a faint echo from that dim and far-off past, where the ancestor of all boys, that creature which we call "primitive man," was feeling his way into the mysteries of his new-found world, measuring himself against its inhospitable forces? Was it not by doing stunts that the primitive man saved the race and set it going on its forward and upward way? Has it not been the law of growth in the race as well as in the individual? Does it not underlie all myths and legends, all the giant lore of all the ages? Who were Hercules, Thor and Sigurd, Lancelot and Roland, but prototypes of all boys?

With this orderly, beneficent world process of development a city interferes in the most ruthless way. All the natural impulses of the boy are thwarted — and most aggravatingly thwarted. There are trees, but he may not climb them; flowers and fruit, but he may not pick them; stones, but he may not throw them; waters, but he may not swim in them; hills, but he may not coast on them; animals, but he may not hunt them. His vagrant instincts must be restrained. He must walk in beaten paths. He has lost his freedom. He is a caged animal.

All this is no fault of the city. The city cannot help it. Steadily as the town becomes a city and as the city grows populous, the happy hunting grounds of the boys grow fewer and narrower. The woods, the fields, the gardens, the orchards, the houses with their enticing sheds and attics, disappear. Blocks and tenement houses cover and cumber the ground, and the boys are turned into the streets. This process is called "improving the property." We read in the paper that a piece of property has been sold to Mr. A., and that Mr. A. buys for improvement. I have recently watched this process in two pieces of property in a suburban city. On one street was a house sheltering a single family. About it were trees and shrubs, and back of it was a garden and an orchard. There was a barn and sheds, — an ideal place to grow boys in. Two or three years ago this property was bought for improvement. The old house was torn down, and on the land are now thirteen

three-tenement houses, occupied by thirty-nine families. In these thirteen houses are about fifty children; they play in the streets. Another similar improvement has replaced two single houses by twenty tenements, containing many children; they play in a public square.

The Spartans exposed their children on Mt. Taygetus; we expose ours in the city streets.

Under such conditions, inseparable from city life, one of two things happens. The boy gradually learns to submit to the superior forces about him, goes tamely in leading strings and becomes a good boy, — a comfort to his mother and the pride of his school teachers. But he has lost something in fiber, he lacks initiative, has no go in him. He likes to wear clothes and talk with the girls. He is ignorant alike of his own powers and of his own limitations. He doesn't know what to do in emergencies. He wants to ride when he ought to get out and push. Or he refuses to recognize the reigning authorities as legitimate, breaks through their restraints, eludes their vigilance, matches his own powers against the powers that be. Having little better bodily development than the others, he becomes precociously acute. His perceptions are keen but narrow, his judgment warped, and his reasoning is ready but fallacious.

These are extreme types, but every city has them both in numbers sufficient to make the problem of dealing with them a perplexing one. The majority of city boys will be found between these two extremes, having the characteristics of both in varying degrees.

Using the terms bad and good in a conventional way, besides the boys who are habitually bad or habitually good are the boys who are intermittently bad and good; who try to conform to urban requirements, and succeed fairly well, but whose boy nature sometimes asserts itself and gets them into trouble.

Then there are just average boys, who contrive to get a little fun out of life, even in the city; who never do anything very bad, but whose bodies and minds, never being subjected to any real tension, are flabby. They lack grit. These are the boys who clog the grammar and the high schools in every city.

The tragedy in all this is reached when the city boy has lost his instinct for primitive sport, when his ear is deaf to the call

of the wild. Workers among city boys have told us that this is the saddest thing they find, — children who do not know how to play.

In view of what boys are, of nature's provision for their growth, of the necessary interference of city life with those provisions, the first obligation of a city to its boys appears to be to give them a chance to develop freely in accordance with the laws of nature without breaking the laws of man.

In other words, every city is bound to furnish suitable and ample means by which its boys may grow physically into men without becoming criminals or even juvenile delinquents. Most large cities are beginning to recognize dimly this obligation, and are making feeble and half-hearted attempts to fulfil it. A few playgrounds have been opened, here and there a free public gymnasium, a swimming tank or two, and some skating ponds. This is all that the largest cities have undertaken, and most cities have scarcely made a beginning.

To pay its debt to the boys in full, the city should furnish a sufficient number of playgrounds conveniently situated for the use of all the boys. These playgrounds should differ in size and in equipment, from the small neighborhood lot for the young children, with sand-boxes and swings, to the large athletic fields, with space for gymnastic apparatus, for team games and for the usual competitive exercises. There should be skating ponds for the winter, small and large, and swimming places for summer and winter. There should be a sufficient number of in-door gymnasiums amply equipped for the use of all the boys.

A considerable part of the wild land set apart for public reservations might be used for temporary camps, where some experience in woodcraft might be gained. There is land enough in a state of nature within easy reach of every city in New England to furnish to large numbers of boys opportunity to play Indian to good advantage. There is a field here for splendid team work by groups or clubs of boys, who might learn all the lessons of civil society by practice.

To plan for such work as this, to determine the number and location and proper equipment of grounds and buildings, to organize the whole work and then to direct and control it, would mean a new department of municipal administration,

co-ordinate with the department of education. Its chief would be a superintendent of physical training or a master of games and sports. His chief function would be to furnish opportunity. His interference should be only in the interest of safety and equal rights.

The city interferes with the intellectual development of a boy as disastrously as with his physical development.

The most effective agency in the intellectual development of a boy is not the study of books. It is experience in some form of productive industry. It is making something or doing something that has value in itself when it is done. Not only does he acquire skill of hand, but, what is of much more importance, he gets an idea of the elements involved in all productive processes, namely, material, labor and time; he gets some basis for estimating values in terms of cost; and he acquires that quality which is the mark of the master workman, — power to see the end from the beginning, and to trace the line which connects the two. Feeble at first, but gaining strength as his work broadens, he acquires a comprehensive grasp that marks the thinker.

If this experience is gained as a partner in the industry, to his other acquisitions are added a social element, a sense of comradeship in effort, and of obligation to his comrades to do his part. Loyalty to the organization grows out of such effort.

The man who goes back to the old farm, and says, as he looks about, "Father and I cleared that wood-lot. That's the wall we laid; how well it has stood! We made that old harrow and that ox-sled, and we built that old hen-house," — got out of that experience tired but deft hands, a brain to plan and a will to execute, and a sense of partnership in a piece of useful work.

It is easy to see that these are valuable contributions to that training for citizenship which this meeting is talking about.

This was the sort of training which all boys got in a greater or less degree in those days which we picturesquely describe as the "age of homespun." It was the sort of training which boys got in the mediæval guilds, and goes far to account for the fact that those guilds were able to gain control of civic affairs and to dictate terms to kings, while in the public build-

ings which they erected they left monuments to their own learning and skill in craftsmanship.

To this natural and healthy process of intellectual leading up to social development the modern city opposes an impassable barrier. For such experience and such partnership as I have described, the industrial organization must be simple. The family, the farm, the shop furnished ideal conditions.

In a modern city the industrial organizations are too vast and too complex. There is no place for boys, except on the fringes. And if a boy gets a foothold, he is exceptional if he sees enough of a process to develop any sense of mechanical perspective, any constructive imagination, or any sense of partnership and of loyalty.

Again, this is no fault of the city. It is an unavoidable result of modern social conditions. But the city is derelict if it fails to do what it can to make up to the boys for what they have been deprived of.

A city owes to its boys a chance for intellectual and social development through productive manual industry. This is the most difficult problem confronting the cities to-day, and the cities of the world are coming to recognize its seriousness. Were we starting anew, it would be easier to include such work in our scheme of education. All existing school traditions and school machinery are impediments.

The idea is deep-rooted that education consists of academic culture; that schools exist to promote this culture; and that the more elegant the schoolhouse is and the more artistic and beautiful it is made, the finer and the more impressive the culture which it represents and promotes. Marble and stucco, books, pictures, statuary and decorative plants are provided, to cultivate and minister to the æsthetic sense of the children. The sense they do not cultivate is a sense of the dignity of manual industry. A marble palace is a poor substitute for a shop or a piece of land. It may have its place in education, but its place is a subordinate and not an exclusive one.

What, then, does a city owe to its boys? First, land for cultivation, where they may learn by experience some of the initial processes of that industry that underlies all other industries,—the production of food.



Second, workshops, where they may learn by experience those mechanical processes that underlie all constructive industry, — real workshops, where a boy with a work apron and soiled hands would not feel out of place.

While, as I have said before, some cities have made a feeble beginning in providing opportunities for boys to play and to grow thereby, nowhere hereabouts have even beginnings been made at providing opportunities for the boys to work with their hands and to grow thereby. The so-called manual training is not the sort of work I am talking about. That is too scholastic and unnatural.

If the city owes these debts to the boys because it has deprived them of those natural opportunities which it is their right to possess and enjoy, it cannot begin too soon to pay them. It will cost money to pay them. It usually does cost to pay debts, and it is easier for the time to repudiate them. But these debts to nature are never outlawed, and sooner or later must be paid with interest, — and the interest accumulates rapidly.

The standing excuse for delay is, that the city cannot afford it because it is already spending so much on schools. I have recently done some figuring to see how much the cities are spending on schools compared with expenditures for other municipal purposes, to see if the children are getting more than their share.

I have the story of one Massachusetts city. In fifty years its population has increased 390 per cent. Its property valuation has increased 565 per cent. Its total municipal expenditure has increased 2,577 per cent. Its expenditure for fire protection has increased 1,933 per cent.; for streets, 2,351 per cent.; for police protection, 11,023 per cent.; and for schools, 1,084 per cent.

I have the average increase of department expenditures in the six largest cities of Massachusetts outside of Boston. They are as follows:—

	Per Cent.
Average increase in population, . . . . .	429
Average increase in expenditures for fire protection, . . .	1,711
Average increase in expenditures for streets, . . . . .	2,317
Average increase in expenditures for police protection, . . .	3,656
Average increase in expenditures for schools, . . . . .	1,535

This increase in expenditures for police does not include the great expense of the courts and of the penal and reformatory institutions.

In the city first in the list for police expenditures, increasing 11,000 per cent. in fifty years, many years ago the city marshal in his annual report called attention to the increasing number of vagrants and truant boys and of juvenile criminals. Had that city then begun to safeguard the interests of the boys, so that, as their freedom was gradually restricted by necessary city ordinances, public provision was made to supply opportunities for natural and rational sports and occupations, there is no doubt whatever that the saving in police expenditures would have met all the cost of the preventive measures, while the saving of boys would have added untold values to the economic resources of the city.

If the financial burden upon the Massachusetts cities is a heavy one, it is not because the expenditures for schools have been extravagant. The school committees have not kept pace with the other departments of the municipal government.

I have dwelt at length upon the city's debt to the boys on the physical and intellectual sides because the evidences of obligation there seem less clear; but city life interferes with the development of a healthy moral nature. On the moral side the city owes to its boys protection, restraint and example,—protection from enticements and suggestions to vice and crime; protection from open saloons; from gambling dens; from lurid bill-boards, flaming with criminal and libidinous suggestions; and from low amusement resorts.

The boys are entitled to be taught by the firm hand of the courts a healthy respect for law, a regard for the rights of persons and property, the distinction between mine and thine. Much of the administration of justice has been feeble and vacillating, so that boys have mistaken leniency for encouragement. They have a right to be restrained for their own salvation.

And they have a right, in preparation for active citizenship, to the example of a city administration that is clean, honest, business-like, public-spirited, broad-minded, progressive.

The National Bureau of Commerce and Labor has recently published a bulletin of State and municipal indebtedness. It

shows how the debts of the cities of the country have increased at a constantly accelerating rate. It did not include their heaviest obligation, — what they owed to their own boys. Had they paid this debt earlier, they might have owed less to other people.

There is an ancient story — classical scholars know it well — of a Theban boy who was cast out by his parents and left to die in the wilderness. Preserved by fate, he came back in after years, unknowing and unknown, to become the slayer of his own father, the incestuous husband of his own mother, and to bring down the wrath of the gods upon his native city.

Who shall write the new Œdipus, the tragedy of the modern city boy, — for the Fates still live, and remain inexorable.

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**APPENDIX G.**

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**SUGGESTIONS TO TEACHERS AND SCHOOL PHYSICIANS**

**REGARDING**

**MEDICAL INSPECTION OF SCHOOLS.**

**PREPARED UNDER THE DIRECTION OF A COMMITTEE APPOINTED BY  
HIS EXCELLENCY GOVERNOR GUILD, AND ISSUED BY THE  
MASSACHUSETTS BOARD OF EDUCATION.**

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## SUGGESTIONS TO TEACHERS AND SCHOOL PHYSICIANS REGARDING MEDICAL INSPECTION OF SCHOOLS.

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In order to render the medical inspection required by chapter 502, Acts of 1906, effective and uniform throughout the State, His Excellency Governor Guild appointed a committee to prepare a circular of advice to the school physicians of the State.

This committee consisted of Dr. Henry P. Walcott, Dr. Charles Harrington and Dr. Julian A. Mead, representing the State Board of Health; Mrs. Ella Lyman Cabot, Mr. George I. Aldrich and Mr. George H. Martin, representing the Board of Education; and Dr. Robert W. Lovett, Dr. Harold Williams and Dr. W. H. Devine, representing the medical profession.

A sub-committee of this body arranged for conferences with the heads of departments and others connected with the medical schools and hospitals in and about Boston, and with physicians who have had experience in school inspection. These gentlemen have given freely of their time and thought, and have furnished to the committee the suggestions contained in this circular.

These suggestions cover the ground included in the clause in section 5 of the law: "The school committee of every city and town shall cause every child in the public schools to be separately and carefully tested and examined at least once in every school year, to ascertain whether he is suffering from defective sight or hearing, or from any other disability or defect tending to prevent his receiving the full benefit of his school work, or requiring a modification of the school work in order to prevent injury to the child or to secure the best educational results."

The Board of Education issues this circular in the assurance that it represents the highest professional authority in the specialties covered by the law, and commends it to the careful attention of all teachers, school physicians and other school officers.

The following are the subjects treated, with the names of the physicians who have contributed suggestions: —

1. *Infectious Diseases.* — Dr. John H. McCollom.
2. *The Eye.* — Dr. Myles Standish, Dr. Henry B. Chandler, Dr. Charles H. Williams, Dr. David W. Wells.
3. *The Ear.* — Dr. Clarence J. Blake, Dr. D. Harold Walker.
4. *The Throat and Nose.* — Dr. Samuel W. Langmaid, Dr. Algernon Coolidge, Jr., Dr. Frederic C. Cobb, Dr. George B. Rice.
5. *The Skin.* — Dr. John T. Bowen, Dr. James S. Howe, Dr. George F. Harding, Dr. Charles J. White, Dr. C. Morton Smith, Dr. John L. Coffin.
6. *Diseases of Bones and Joints.* — Dr. Edward H. Bradford, Dr. Augustus Thorndike, Dr. Charles F. Painter, Dr. George H. Earl, Dr. Robert Soutter.
7. *Children's Diseases.* — Dr. Thomas M. Rotch, Dr. John L. Morse, Dr. John H. Moore, Dr. Robert W. Hastings, Dr. Edmund C. Stowell.
8. *The Teeth.* — Dr. Edward W. Branigan, Dr. George A. Bates, Dr. Eugene H. Smith, Dr. Samuel A. Hopkins.
9. *Nervous Diseases.* — Dr. James J. Putnam, Dr. George L. Walton, Dr. Morton Prince, Dr. William N. Bullard, Dr. Edward W. Taylor, Dr. John J. Thomas, Dr. Walter E. Fernald.
10. *School Hygiene.* — Dr. Henry J. Barnes.
11. *School Furniture.* — Dr. Frederick J. Cotton, Mr. R. Clipston Stürgis.
12. *School Inspectors.* — Dr. George S. C. Badger, Dr. H. Lincoln Chase, Dr. Harry M. Cutts.

GEORGE H. MARTIN,

*Secretary.*

## DISEASES.

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### INFECTIOUS DISEASES.

*Diphtheria.* — It is a well-recognized fact that nasal diphtheria of a mild type without constitutional disturbance is one of the most important factors in causing the spread of the disease, and also that children very frequently have profuse discharges from the nose. It therefore follows that, in order properly to inspect the public schools, it is important that cultures should be taken from the nose in every case

where there is a persistent discharge, particularly if there is any ex-cori-ation about the nostrils.

The throat should be examined at varying intervals, depending upon the physical condition of the children. Any hoarseness or any thick-ness of the voice should cause an examination of the throat. If the tonsils are enlarged, if the mucous membrane is congested, if there is swelling of the palate, a culture should be taken. These symptoms precede diphtheria.

A child with positive cultures should be excluded from school until two consecutive negative cultures at an interval of forty-eight hours have been obtained.

*Scarlet Fever.*—If there is a sudden attack of vomiting, if there is any redness of the throat, if the child complains of headache, if there is an unexplained rise in temperature, the child should be isolated at once. Any desquamation (peeling of the skin) should be looked upon with suspicion. If there are any breaks at the finger tips, if on press-ing the pulp of the finger there is a white line at the juncture of the nail with the pulp of the finger, particularly if this occurs in the ma-jority of the finger tips, the child should be excluded from the school.

A child who has had scarlet fever should not return to school until the process of desquamation has been entirely completed, and all dis-charge from the nose and ears has ceased.

*Measles.*—Running from the nose and slight intolerance of light may call for an examination of the mucous membrane of the mouth for Koplik's sign. Koplik's sign, so called, is the presence on the lining membrane of the mouth, near the molar teeth, of minute pearly white blisters, without any inflammation around them. There may be only two or three of these blisters, and they may easily escape detection if the patient is not carefully examined in a good light. These blisters are certain forerunners of an attack of measles.

No child should return to school after an attack of measles until the desquamation is entirely completed, and the child has recovered from the intercurrent bronchitis.

*Mumps.*—Any swelling or tenderness in the region of the parotid glands (situated behind the angle of the jaw) should be looked upon with suspicion. It is important to notice any enlargement or swelling about Steno's duct (inside the mouth, opposite the second upper molar tooth), as this is a very frequent symptom of mumps.

A child should be excluded from school until one week has elapsed after the disappearance of all swelling and tenderness in the region of the parotid glands.

*Whooping-cough.*—A persistent paroxysmal cough, frequently ac-companied with vomiting, no matter whether there is any distinct whoop or not, is indicative of whooping-cough. In cases of whooping-cough of long standing, even if there has been no distinct whoop, an ulcer on the band connecting the lower surface of the tongue with the



floor of the mouth is found in a certain number of cases. If there is no distinct ulceration, there may be a marked congestion of the band.

As long as there is any cough, the child who has had whooping-cough should be looked upon with suspicion.

*Varicella (Chicken Pox).*—A few black crusts scattered over the body are evidences of an attack of chicken pox. The crusting seen in impetigo must be differentiated from that of chicken pox.<sup>1</sup>

No child should return to school until all crusts have disappeared from the body, particularly from the scalp, for in this region the crusts remain longer than elsewhere.

### THE EYES.

[Supplement to circular already issued.]

There are certain children who show normal vision by the ordinary tests, yet whose parents should be notified to have the eyes examined. These are: (1) children who habitually hold the head too near the book (less than twelve to fourteen inches); (2) children who frequently complain of headache, especially in the latter portion of school hours; (3) children in whom one eye deviates even temporarily from the normal position.

It should be remembered that the following symptoms are at times indicative of trouble with the eyes: (1) habitual scowling and wrinkling of the forehead when reading or writing; (2) twitching of the face; (3) inattention and slowness in book studies in a child otherwise bright.

### THE EARS.

See circular of directions for testing hearing, already in hands of teachers.

### THE THROAT AND NOSE.

In all cases of acute illness the throat should be examined for the presence of the eruption of scarlet fever and measles and for the exudation or membrane of tonsilitis and diphtheria, and a culture taken in any suspected case of the latter.

The presence of discharge from the nose should be noted, and if it is thick and creamy, a culture should always be taken. In all cases of severe hoarseness, with difficult breathing, diphtheria should be suspected. If the discharge from the nose is only from one nostril, a foreign body in the nose should be looked for.

In cases of chronic nasal obstruction, as evinced by mouth-breathing, snoring, continual post-nasal catarrh or recurring ear trouble, the presence of an adenoid growth (third tonsil) should be suspected, and the child referred for special examination and treatment. As a rule, digital examination for adenoids should be made only by the operating surgeon. Obviously large tonsils, recurring tonsilitis and enlargement of the glands of the neck, suggest the advisability of

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<sup>1</sup> See Diseases of the Skin.

referring the child to the family physician as to the propriety of removing the tonsils.

Recurring nose-bleed should be referred for special treatment.

In cases of eczema about the nostrils, a cause may be sought in pediculi capitis (head lice).

In referring cases for treatment, school physicians, in addition to the diagnosis, should state the symptoms upon which the diagnosis is based, for the benefit of the family physician or specialist.

#### DISEASES OF THE SKIN.

*Scabies (the Itch).*—A contagious skin disease, due to an animal parasite which burrows in the skin, causing intense itching and scratching. The disease usually begins upon the hands and arms, spreading over the whole body, but does not affect the face and scalp. Between the fingers, on the front of the wrist, at the bend of the elbows and near the arm pits are favorite locations for the disease; but in persons of cleanly habits the disease may not show at all upon the hands, and its real nature is determined only after a most thorough and careful examination. There is a great variation in the extent and severity of this disease, lack of personal care and cleanliness always favoring its development. Scratching soon brings about an infection of the skin with some of the pus-producing germs, and the disease is then accompanied by impetigo, or a pus infection of the skin.

At the present time itch is very common and widespread, and, because of the great variation in its severity, mild cases have been mistaken for hives, eczema, etc., the real condition not being recognized, and the disease spread in consequence. All children who are scratching or have an irritation upon the skin should be examined for scabies.

It is very important that all infected members of a family be treated till cured, else the disease is passed back and forth from one to another. It is also important that all underclothing, bedding, towels, etc., things that come in contact with the body, be *boiled* when washed.

All cases of scabies should be excluded from school until cured.

*Pediculi Capitis (Head Lice).*—An extremely common accident among children, either from wearing each others' hats and caps, or hanging them on each others' pegs, or from combs and brushes. No person should be blamed for *having* lice, — only for *keeping* them.

The irritation caused by vermin in the scalp leads to scratching, which in turn causes an inflammation of the skin of the neck and scalp. The skin then easily becomes infected with some of the pus-producing germs, and large or small scabs and crusts are formed from the dried matter and blood. Along with this condition the glands back of the ears and in the neck become swollen, and may be very painful and tender.

The condition of pediculosis is most easily detected by looking for the eggs (nits), which are always stuck onto the hair, and are not readily brushed off. The condition is best treated by killing the living parasites with crude petroleum, and then getting rid of the nits. With boys, this is easy, — a close hair cut is all that is needed; with girls, by using a fine-toothed comb wet in alcohol or vinegar, which dissolves the attachment of the eggs to the hair. All combs and brushes must be carefully cleansed.

Children with pediculosis should be excluded from school until their heads are clean. By chapter 383, Acts of 1906, parents who neglect or refuse to care for their children in this respect may be prosecuted under the compulsory attendance law.

*Ringworm.* — A vegetable parasitic disease of the skin and scalp. When it occurs upon the skin, it yields readily to treatment; but upon the scalp it is extremely chronic. Ringworm of the skin usually appears on the face, hands or arms, — rarely upon the body, — in varying sized more or less perfect circles. One or more, usually not widely separated, may be present at the same time. All ringed eruptions upon the skin should be examined for ringworm.

When the disease attacks the scalp, the hairs fall or break off near the scalp, leaving dime to dollar sized areas nearly bald. The scalp in these areas is usually dry and somewhat scaly, but may be swollen and crusted. The disease spreads at the circumference of the area, and new areas arise from scratching, etc.

Another disease, somewhat like ringworm of the scalp, is known as favus, — a disease much more common in Europe than America. In this disease quite abundant crusts of a yellowish color are present where the process is active. The roots of the hairs are killed, so that the loss of hair from this disease is permanent, a scar remaining when the condition is cured.

Care must be taken to see that all combs and brushes are thoroughly cleansed, and to prevent children wearing each others' hats, caps, etc.

Children with ringworm should not be allowed to attend school.

*Impetigo.* — A disease characterized by few or many large or small flat or elevated pustules or festers upon the skin. The condition is often secondary to irritation or itching diseases of the skin (hives, lice, itch), and scratching starts up a pus infection.

The disease most often appears upon the face, neck and hands; less often upon the body and scalp. The size of the spots varies very much, and they often run together to form on the face large superficial sores, covered with thick, dirty, yellowish or brownish crusts.

The disease is contagious, and often spread by towels and things handled.

Children having impetigo should not be allowed to attend school until all sores are healed and the skin is smooth.

## DISEASES OF THE BONES AND JOINTS.

All noticeable lameness, whether sudden or continued, may indicate serious joint trouble, or may be due to improper shoes. These cases, as well as curvatures of the spine, as indicated by habitual faulty postures at the desk or in walking, should be referred for medical inspection.

Spinal curvatures should be suspected when one shoulder is habitually raised or dropped, or when the child leans to the side, or shows persistent round shoulders.

Complaints of persistent "growing pains" or "rheumatism" may be the earliest signs of serious disease of the joints.

## SOME GENERAL SYMPTOMS OF DISEASE IN CHILDREN WHICH TEACHERS SHOULD NOTICE, AND ON ACCOUNT OF WHICH THE CHILDREN SHOULD BE REFERRED TO THE SCHOOL PHYSICIAN.

*Emaciation.*—This is a manifestation of many chronic diseases, and may point especially to tuberculosis.

*Pallor.*—Pallor usually indicates anæmia. Pallor in young girls usually means chlorosis, — a form of anæmia peculiar to girls at about the age of puberty. It is usually associated with shortness of breath; the general condition otherwise usually appears good. Pallor may also be a manifestation of disease of the kidneys; this is almost invariably the case if it is associated with puffiness of the face.

*Puffiness of the Face.*—This, especially if it is about the eyes, points to disease of the kidneys; it may, however, merely indicate nasal obstruction.

*Shortness of Breath.*—Shortness of breath usually indicates disease of the heart or lungs. If it is associated with blueness, the trouble is usually in the heart. If it is associated with cough, the trouble is more likely to be in the lungs.

*Swellings in the Neck.*—These may be due to mumps or enlargement of the glands. The swelling of mumps comes on acutely, and is located just behind, just in front and below the ear. Swollen glands are situated lower in the neck, or about the angle of the jaw. They may come on either acutely or slowly. If acutely, they mean some acute condition in the throat. If slowly, they are most often tubercular. They may also be the result of irritation of the scalp, or lice in the hair.

*General Lassitude, and Other Evidences of Sickness.*—These hardly need description, but may, of course, mean the presence or onset of any of the acute diseases.

*Flushing of the Face.*—This very often means fever, and on this account should be reported.

*Eruptions of Any Sort.*—All eruptions should be called to the attention of the physician. It is especially important to notice erup-

tions, because they may be manifestations of some of the contagious diseases. The eruption of scarlet fever is of a bright scarlet color, and usually appears first on the neck and chest, spreading thence to the face. There is often a pale ring about the mouth in scarlet fever, which is very characteristic. There is usually a sore throat in connection with the eruption. The eruption of measles is a rose or purplish red, and is in blotches about the size of a pea. It appears first on the face, and is usually associated with running of the nose and eyes. The eruption of chicken pox appears first as small red pimples, which quickly become small blisters.

*A Cold in the Head, with Running Eyes.*— This should be noticed, because it may indicate the onset of measles.

*Irritating Discharge from the Nose.*— A thin, watery nasal discharge, which irritates the nostrils and the upper lip, should always be regarded with suspicion. It may mean nothing more than a cold in the head, but not infrequently indicates diphtheria.

*Evidences of Sore Throat.*— Evidences of sore throat, such as swelling of the neck and difficulty in swallowing, are of importance. They may mean nothing but tonsilitis, but are not infrequently manifestations of diphtheria or scarlet fever.

*Coughs.*— It is very important to notice whether children are coughing or not, and what is the character of the cough. In most cases, of course, the cough merely means a simple cold or slight bronchitis. A spasmodic cough, that is, a cough which occurs in paroxysms and is uncontrollable, very frequently indicates whooping-cough. A croupy cough, that is, a cough which is harsh and ringing, may indicate the disease diphtheria. A painful cough may indicate disease of the lungs, especially pleurisy or pneumonia. A long continued cough may mean tuberculosis of the lungs.

*Vomiting.*— Vomiting usually, of course, merely means some digestive upset. It may, however, be the initial symptom of many of the acute diseases, and is therefore of considerable importance.

*Frequent Requests to go out.*— Teachers are too much inclined to think that frequent requests to go out merely indicate restlessness or perversity. They often, however, indicate trouble of some sort, which may be in the bowels, kidneys or bladder; therefore, they should always be reported to the physician.

#### THE TEETH.

Unclean mouths promote the growth of disease germs, and cavities in the teeth are centers of infection. Pus from diseased teeth seriously interferes with digestion, and poisons the system. It causes a lowering of vitality, and renders mental effort difficult. Diseased teeth, temporary as well as permanent, are frequently the cause of abscesses, and should be carefully watched and treated.

Irregularities of the teeth, especially those which make it impossible to close the teeth properly, lead to faulty digestion, to mouth-breathing, and to other diseases and evils which an insufficient supply of oxygen produces.

The first permanent molars are perhaps the most important teeth in the mouth, and are the most frequently neglected, because they are so often mistaken for temporary teeth. (It should be remembered that there are twenty temporary teeth, ten in each jaw, and that the teeth that come at about the sixth year immediately behind each last temporary tooth—four in all—are the first permanent molars.)

The teacher should be on the lookout for pain or swelling in the face. When the child keeps the mouth constantly open, an examination of the teeth should be made. When symptoms of indigestion occur, or physical weakness or mental dullness are observed, the teeth should be inspected. It should be remembered that disease of the ears, disturbances of vision and swelling of the glands of the neck may be caused by diseased teeth.

It should be known that decay of the teeth is caused primarily by the fermentation of starchy foods and sugars, and that the greatest factor in preventing dental caries is the removal of food particles by frequent brushing. Children should be prevented from eating crackers and candy between meals, and when possible the teeth should be cleaned after eating. Inspection of the teeth by a dentist should be made at least once in six months.

#### NERVOUS TROUBLES AND MENTAL DEFECTS.

Teachers and medical inspectors of the schools should investigate children who show certain physical and mental symptoms. Especially should they take notice of the presence of these symptoms in a child who did not formerly show them. The most important of these are the following:—

I.—Restlessness and inability to stand or sit quietly, in a previously quiet child, especially if to this is added irritability of temper and loss of self-control, as shown by crying for trifles, or inability to keep the attention fixed.

There may also be present quick, twitching movements of the muscles of the trunk, face, and especially of the hands, fingers, arms or legs. If severe these may cause the child to drop things, render its work awkward, or interfere with buttoning the clothes, writing or drawing. Such children are often scolded for being inattentive or careless.

These symptoms are the slighter ones of chorea (St. Vitus' Dance). With these should not be confounded other forms of twitching of muscles, such as the blinking of the eyelids, the slower twisting movements of the face or shoulders, or other parts of the body, often

called habit spasms, which may be due to defects of vision, adenoid growths or other reflex causes. These latter cases do not usually need to be withdrawn from school work, though often requiring treatment; while the former class should be removed from school at once, both for the child's sake, and to prevent an epidemic of imitative movements, such as sometimes occurs.

II.—Another class of symptoms requiring investigation are repeated faintings especially if the child's lips become blue; attacks, often only momentary, in which the child stares fixedly and does not reply to questions, or in which he suddenly stops speaking or whatever he is doing, and is unaware of what is going on about him. These lapses of consciousness may be accompanied also by rolling up of the eyes, drooling, or unusual movements of the lips, and often appear like a "choking" attack.

Sudden attacks of senseless movements of various sorts, such as twisting and pulling at the clothes or handkerchief, fumbling aimlessly at the desk, especially if there is no recollection afterwards of what was done, are often another expression of the same conditions.

Such attacks, particularly if repeated at varying intervals, even when not accompanied by complete loss of consciousness, are frequently as characteristic of epilepsy as the severe convulsions.

Epileptic convulsions usually involve the entire body in sharp jerking movements, with blueness of the face or lips, complete loss of consciousness, and are usually followed by a period of sleep or drowsiness, and are frequently accompanied by frothing at the mouth, biting of the tongue, and occasionally by wetting or soiling of the clothes.

Another class of convulsions is the hysterical, which are often difficult to distinguish. The hysterical convulsion, however, differs from the epileptic in the following respects. The hysterical patient often shouts, cries or raves, not only previous to but frequently throughout the attack, and is often able to reply to questions during the convulsion. The epileptic gives a single cry, immediately followed by unconsciousness and the spasm. The movements in the hysterical convulsion are often accompanied by bowing of the body backward, and very frequently simulate intentional or voluntary movements, such as tearing the hair, pulling at the clothes, and such things; while the epileptic movements are characterized by their jerking or twitching character. The hysterical patient, also, in place of a convulsion, may strike an attitude, such as of fear or entreaty, often accompanied by raving or singing. This again may follow the convulsion, taking the place of, and strikingly contrasted with, the almost invariable sleep of the epileptic, which is almost never seen in hysteria. Hysterical patients if they fall seldom injure themselves by the fall, as epileptics frequently do. Biting the tongue almost invariably indicates an epileptic seizure, as does wetting or soiling the clothes when it occurs.

Cases of epilepsy, whether mild or severe, require treatment, and

advice as to whether they should be removed from school. Many cases do not require to be withdrawn from school, and are benefited by its discipline.

III.—Excessive nerve fatigue, which is shown by irritability or sleeplessness, may indicate a neurasthenic condition, that is, a threatened nervous breakdown. Such symptoms may be due to irregular habits, want of proper sleep, lack of suitable food, poor hygienic conditions, or simply from the child being pushed in school beyond its physical or mental capacity.

Excessive fear or morbid ideas, bashfulness, undue sensitiveness, causeless fits of crying, morbid introspection and suspiciousness may also be symptoms of a neurasthenic condition, and call for investigation, and for the teacher's sympathy and winning of the child's confidence, to prevent developments of a more serious nature.

This nerve fatigue may result in a child being unable for the time being to keep up in its work in school.

Forgetfulness, loss of interest in work and play, desire for solitude, untidiness in dress or person, and like changes of character, are sometimes incidental to the period of puberty.

IV.—Mentally defective children in the public schools exhibit certain common characteristics. The essential evidence of mental defect is that the child is persistently unable to profit by the ordinary methods of instruction, as shown by lack of progress or failure of promotion through lack of capacity. After one, two or three years in school, they are either not able to read at all, or they have a very small and scanty vocabulary. One of the most constant and striking peculiarities is the feebleness of the power of voluntary attention. The child is unable to fix his attention upon any exercise or subject for any length of time. The moment his teacher's direction is withdrawn, his attention ceases.

These children are easily fatigued by mental effort, and lose interest quickly. They are not observant. They are often markedly backward in number work. They are especially backward in any school exercise requiring judgment and reasoning power. They may excel in memory exercises. They usually associate and play with children younger than themselves. They have weak will-power. They are easily influenced and led by their associates. These children may be dull and listless, or restless and excitable. They are often wilful and disobedient, and liable to attacks of stubbornness and bad temper. The typical "incurable" of the primary grades often is a mentally defective child of the excitable type. They are often destructive. They may be cruel to smaller children. They are often precocious sexually. They may have untidy personal habits. Certain cases with only slight intellectual defect show marked moral deficiency.

The physical inferiority of these defective children is often plainly shown by the general appearance. There is generally some evidence



of defect in the figure, face, attitudes or movements. They seldom show the physical grace and charm of normal childhood. The teeth are apt to be discolored and to decay early.

It is a most delicate and painful task to tell a parent that his child is mentally deficient. This duty should be performed with the greatest tact, kindness and sympathy. It would be a great misfortune for the school physician and teacher, as well as for the child, to designate a pupil as feeble-minded who was only temporarily backward.

Temporary backwardness in school work may be due to removable causes, such as defective vision, impaired hearing, adenoid growths in nose or throat, or as the result of unhappy home conditions, irregular habits, want of proper sleep, lack of suitable food, bad hygienic conditions, etc. Great care must always be used in order not to confound cases of permanent mental deficiency with cases of temporary backwardness in school work, due to the causes mentioned above, or those described under the head of excessive nervous fatigue.

In some cases, where the existence of mental defect is in doubt, accurate information is usually to be obtained in the early history of the child. The time of first "taking notice," the time of recognition of the mother, that of beginning to sit up, to creep, to stand, to walk and to talk should be learned. Marked delay in development in these respects is usually found in all pronounced cases of mental deficiency.

It may be found useful to require teachers to refer at stated intervals to the medical inspectors for examination all children who, without obvious cause, such as absence or ill health, show themselves unable to keep up in their school work, who are unable to fix their attention, or are incorrigible,—though it does not follow that all such cases have either physical or mental defects.

#### SCHOOL HYGIENE.

The school physician should notice the ventilating, lighting and heating of the rooms, and the location of the source of water supply with reference to possible pollution. In case pollution of the water supply is suspected, application should be made to the State Board of Health for an examination of the water. The general cleanliness of the school-room is of importance, and the admission of sunlight when possible is desirable.

*The Closets.*—The school physician, accompanied by the janitor of the school, should inspect the toilet rooms, to see if the floors are clean and dry, that the bowls of the closets are properly emptied and kept clean. (If outhouses are used, a large supply of earth will aid in keeping the place in a sanitary condition.) A few simple directions as to the cleanliness of the room should be posted in the closets.

*Cups.*—The use of one drinking cup for a number of children is to be condemned, as tending to spread the infectious diseases from child to child. The so-called hygienic drinking fountain, now in more





**BOSTON SCHOOL-DESK AND CHAIR. TWO VIEWS.**

or less general use in progressive cities and towns, is to be recommended where running water is available. If there is no running water, each child should use his own cup.

#### SCHOOL FURNITURE.

Any proper sort of school furniture should furnish a seat of such height that the feet will rest easily on the floor. It should have a desk high enough not to touch the knees. It should have a desk low enough for the arm to rest on comfortably without much raising of the elbow; not, however, so low that the scholar must bend down to write on it.

The seat should be near enough so that the scholar may reach the desk to write on it without leaning forward more than a little, and without entirely losing the support of the back-rest. The seat should not be so close as to press against the abdomen nor near enough to interfere with easy rising from the seat. This means a distance of ten and one half to fourteen and one half inches from the edge of the desk to the seat back; it also means that the seat must not project under the desk more than an inch at most.

The seat should have a back-rest that will support the "small of the back" properly, without having the scholar lean back excessively. Whether it also supports the rest of the back or not is of small consequence; support of the back carried up to the level of the shoulder blades is likely to do more harm than good.

These are given as the minimum requirements. Whether or not regular adjustable furniture is in use, we should not be content with less than the accomplishment in one way or another of these primitive adjustments. More accurate adjustment is desirable, and less care in adjusting would be hard to justify, in the light of our present knowledge of the results of faulty attitude.

The furniture shown in the accompanying photograph conforms to these requirements. It was devised by physicians at the request of the Boston Schoolhouse Commission, and is adapted to the physiological requirements. The expense is no more than that of ordinary school furniture. It is for sale in the open market. In the Boston schools there are twenty-two thousand in use, and it is being adopted elsewhere.



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**APPENDIX H.**

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**THE STATUS OF THE MASSACHUSETTS TEACHER.**

**ABSTRACT FROM A REPORT OF A SPECIAL COMMITTEE OF THE MASSACHUSETTS COUNCIL OF EDUCATION, FEB. 16, 1907.**

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## THE STATUS OF THE MASSACHUSETTS TEACHER.

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As an introduction to this subject, a few statistics will be both suggestive and valuable.

Number of teachers in the public schools of Massachusetts during the year 1905-06:—

Men, . . . . .	1,192
Women, . . . . .	12,657
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Total, . . . . .	13,849
Increase, . . . . .	373
Number of teachers in high schools, . . . . .	1,820
Increase, . . . . .	82
Number of teachers in public evening schools, . . . . .	1,789
Increase, . . . . .	97
Number of teachers in public kindergartens, . . . . .	486
Increase, . . . . .	17
Ratio of normal graduates to whole number of teachers required, . . . . .	47.54
Ratio of college graduates teaching in high schools to whole number of high school teachers, . . . . .	77.47

In dealing with the extremely important question of "The Status of the Massachusetts Teacher," it has seemed wise to your committee to take up the work under certain general topics, to consider these topics in some detail, and to make such recommendations as the evidence appears to justify. The topics are as follows:—

1. Salary.
2. Tenure of office.
3. The sabbatical year.
4. Length of service.
5. Pensions.
6. Status of the teacher in the private schools of Massachusetts.



## SALARY.

As an introduction to the investigation, the great report of the National Educational Association committee on salaries, published a year and a half ago, was gone into, and so much of it as referred to Massachusetts was levied upon for the present purpose. This report printed complete returns from 467 towns and cities of over 8,000 inhabitants, or from 85.4 per cent. of all cities and towns of that size in the United States. In addition, special studies were made of three typical towns in each State of less than 8,000 population and a large number of typical rural towns. Fifty-six Massachusetts cities and towns of the first class afforded the committee complete reports, the summary of which was as follows: —

*High Schools.*

342 men, receiving an average salary of . . . .	\$1,608
717 women, receiving an average salary of . . . .	887
<hr/>	
1,059 teachers, receiving an average salary of . . . .	1,120

*Elementary Schools.*

90 men, receiving an average salary of . . . .	\$1,839
6,637 women, receiving an average salary of . . . .	621
<hr/>	
6,727 teachers, receiving an average salary of . . . .	637

Now, average salaries are never handed out in pay envelopes. Such returns are always misleading. They often conceal behind fair figures a very low state of affairs so far as individuals are concerned. Thus, in the table just read, while the average salary of grade teachers in the 56 towns of Massachusetts is \$637 per year, as a matter of fact, nearly 1,000 teachers received less than \$450, and nearly 5,000 received \$600 or less, though the average amounts to \$637 a year; that is, 66⅔ per cent. of the teachers received less than the average. The same is true in even greater measure of the high school teachers' salaries.

The averages of all salaries in this report are lifted by the relatively high salaries paid in the city of Boston. The great proportion of teachers receiving salaries above the average are credited to the metropolis.

The classified list of salaries in the National Educational Association report shows, for high school teachers:—

12, or 1 per cent., under \$500.

177, or 17 per cent., under \$700.

577, or 64 per cent., under \$1,000.

462, or 35 per cent., above \$1,000.

(Average in report of men, \$1,608; women, \$887; of both, \$1,120; omitting Boston, \$926.)

For elementary teachers:—

1,328, or 20 per cent., under \$500.

3,079, or 46 per cent., between \$500 and \$600 (inclusive).

1,157, or 16 per cent., more than \$600 and less than \$800.

1,172, or 18 per cent., \$800 or more.

(Most of these in Boston.)

Since the returns given in the National Educational Association report represent the salary situation as it existed three years ago, your committee sought to ascertain what progress, if any, the salary movement had made in the three past years. Inquiries of this character were sent to 120 towns and cities, and returns of exactly 100 cities and towns have been tabulated. In this report only the salaries of the grade teachers have been summarized. These represent nearly 90 per cent. of all the teachers, and it is these who are most vitally concerned in the movement for higher wages. These towns and cities employ about 7,000 women teachers in the elementary grades, or 75 per cent. of the number employed in the State. Boston has been left out of the computation. It was shown in the National Educational Association report that the inclusion of the salaries of the four great cities of New York, Chicago, Philadelphia and Boston (employing more than a quarter of the whole number of teachers) raised the average for the women teachers in the grades of 467 towns and cities nearly \$100, or nearly one fifth. The influence of Boston upon the average of the State was equally marked, there being an increase of nearly \$100 in the average salary of grade teachers when Boston was included with the other towns and cities. The average outside of Boston was \$546.

Your committee's circular, besides calling for the schedule for principals and teachers in high and elementary schools, made

special inquiry as to whether salaries had been increased during the last three years (that is, since the National Educational Association report figures were gathered), and what the per cent. of the increase had been, approximately. Of the 100 towns reporting, 6 omitted to state the approximate per cent. of increase during that period; 28 reported no increase at all; 13 reported a movement in that direction now on foot, or a higher schedule to become operative at the beginning of the next school year. The superintendents of 57 towns and cities report an increase of salaries in the last three or four years, ranging from 5 to 25 per cent.

4 towns and cities report increases of 5 per cent. or less.

7 towns and cities report increases between 5 and 10 per cent.

35 towns and cities report increases between 10 and 20 per cent.

11 towns and cities report increases above 20 per cent.

Average increase for 56 towns and cities, 12.3 per cent.

In the following towns and cities there is at present a movement on foot to increase salaries, or increases have already been granted, to go into effect at some later date in the year: —

Arlington.	New Bedford.	Taunton.
Attleborough.	Salem.	Wakefield.
Lawrence.	Springfield.	Waltham.
Marblehead.	Somerville.	Winchendon.
Needham.		

Towns and cities reporting an increase of 5 per cent. or less: —

Billerica.	Groveland
Brockton.	Rockport.

Between 5 and 10 per cent. : —

Arlington.	New Bedford.	Winchester.
Easthampton.	Stoneham.	Worcester.
Lynn.		

Between 10 and 20 per cent. : —

Andover.	Cambridge.	Gardner.
Acton.	Chelsea.	Hopkinton.
Athol.	Chicopee.	Hyde Park.
Attleborough.	Concord.	Lawrence.
Boylston.	Danvers.	Leominster.

Littleton.	Palmer.	Spencer.
Lowell.	Peabody.	Southborough.
Malden.	Provincetown.	Watertown.
Marlborough.	Plymouth.	Westbn.
Medford.	Quincy.	Winthrop.
Newburyport.	Randolph.	
Northampton.	Saugus.	

Twenty per cent. or more: —

Beverly.	Millis.	Pittsfield.
Everett.	Natick.	Stoughton.
Lee.	North Andover.	Williamstown.
Melrose.	North Attleborough.	

Average of all, 12.3 per cent.

It should be borne in mind, of course, that these reports of increases are often based upon the raising of \$50 or \$100 of the maximum salaries, and therefore not always to be taken as representing higher wages for all the teachers employed; though in the cities where most of the teachers were already receiving the old maximum, the new increase would be participated in by a large proportion of them.

A study of the minimum and maximum salaries paid in these 100 towns and cities shows 38 towns (including three or four cities) which pay a minimum salary less than \$400, 28 (including some dozen cities) which pay a minimum of \$400, and but 13 which pay a minimum of \$500 or over. Thus 70 per cent. of the towns and cities considered offer a minimum of \$400 or less. This does not mean, though, that every teacher who enters the service of such a town or city begins at that rate. Many of these have no schedules, or very flexible ones; and a teacher of experience who is wanted is often offered as high a figure as the maximum limit allows. But the trained girl without experience can look forward to very little better prospects than \$400 a year, and often considerably less.

In asking for the maximum figure, the letter took care to ascertain whether that figure was accessible to all teachers after the same period of service. This question revealed the fact that the maximum salaries reported from nearly half of the Massachusetts towns and cities in the National Educational Association report were really salaries paid to teachers in the ninth grade,

or possibly in the three higher grammar grades. A maximum salary reported as \$650 often meant only \$550 for the great majority of the teachers. Out of the 100 towns and cities now being considered, 38 report a higher maximum for higher grades than for lower ones. The wisdom and justice of such a schedule is at least questionable. The classified returns show:—

28 paying less than \$500 maximum.	4 paying . . \$625 maximum.
14 paying . . 500 maximum.	13 paying . . 650 maximum.
13 paying . . 550 maximum.	3 paying . . 700 maximum.
16 paying . . 600 maximum.	1 paying . . 725 maximum.

That is, in more than half of these places the maximum is \$550 or less. But a good many of these are the smaller towns in the list.

The roll of towns and cities paying these several maximum salaries is as follows:—

Less than \$500:—

Acton.	Groveland.	Palmer.
Athol.	Hopkinton.	Provincetown.
Billerica.	Lee.	Randolph.
Boylston.	Leicester.	Rockport.
Chicopee. <sup>1</sup>	Marblehead.	Spencer.
Dighton.	Methuen. <sup>2</sup>	Southborough.
Dover.	Middleborough.	Sudbury.
East Bridgewater.	Millbury.	Williamstown.
Gardner.	Newburyport.	Winchendon.

Maximum salary of \$500:—

Arlington.	Middleton.	Peabody.
Attleborough.	Natick.	Saugus.
Braintree.	Needham. <sup>3</sup>	Webster.
Danvers.	North Attleborough.	Weymouth.
Easthampton.	North Andover.	

Maximum salary of \$550:—

Andover.	Hyde Park.	Northampton.
Concord.	Lawrence. <sup>4</sup>	Norwood.
Chicopee. <sup>3</sup>	Lexington.	Taunton.
Gloucester.	Marlborough.	Woburn. <sup>3</sup>

<sup>1</sup> Over \$500 in seventh, eighth and ninth grades.

<sup>2</sup> Pays \$500 in higher grades.

<sup>3</sup> Higher grades.

<sup>4</sup> Higher grades, \$600.

## Maximum salary of \$600: —

Arlington.	Leominster.	Revere. <sup>1</sup>
Beverly.	Millis. <sup>1</sup>	Rockland. <sup>1</sup>
Bridgewater.	North Adams.	Salem.
Brockton.	Pittsfield.	Stoneham. <sup>1</sup>
Dedham. <sup>2</sup>	Plymouth.	Watertown. <sup>2</sup>
Haverhill.		

## Maximum salary of \$625: —

Fitchburg.	Wellesley.
New Bedford.	Winchester.

## Maximum salary of \$650: —

Dedham. <sup>2</sup>	Malden.	Somerville.
Everett.	Medford.	Springfield. <sup>4</sup>
Holyoke.	Melrose. <sup>4</sup>	Weston.
Lowell. <sup>3</sup>	Milton.	Worcester.
Lynn.	Quincy.	

## Maximum salary of \$700: —

Cambridge.	Lowell. <sup>6</sup>
Chelsea.	

## Maximum salary of \$725: Newton.

These figures are capable of a much more effective and illuminating summarization than here given. Enough has been shown, however, to warrant the conclusion that the minimum salary is almost everywhere too low to attract to the profession the right kind of material; that the increases are as a rule too small and too slow, and stop too soon, to keep the ablest teachers from leaving it. But there is much encouragement in the fact that this view is finding recognition in so many towns and cities, and is bearing fruit in the movement for and the adoption of higher salary schedules in the more progressive communities.

Yet it is safe to say that in almost no community has the increase of teachers' salaries, however generous, kept pace with the increase in the cost of living, though no investigation of this point has been made by this committee. It is an exceedingly difficult investigation to make. The report of the committee of

<sup>1</sup> Higher grades.<sup>2</sup> First six grades.<sup>3</sup> Sixth, seventh and eighth grades.<sup>4</sup> Pays more in seventh, eighth and ninth grades.<sup>5</sup> Pays \$700 after ten years.<sup>6</sup> After ten years.

the Middlesex County Teachers' Association (see pages 102-106) showed for 22 towns and cities of Middlesex an average increase in salaries of grade teachers during the past ten years of 10.8 per cent., with the average cost of living increased during the same period by 19.3 per cent. It is probable that the latter figures represent roughly the increased cost of living in the towns and cities covered in the present report; though it is hard to reconcile the former figures with those published in the State report for 1904-05, which show an increase of over 18 per cent. throughout the State in women's salaries the past decade, instead of 10.8 per cent., as shown in the committee's report.

One thing the replies of superintendents make manifest: the salary question is coming in the forefront everywhere, and it is likely not to be settled until it is settled right. The teachers' claims are indisputable; but they should be pressed everywhere with dignity and moderation, without resort to clap-trap, with no taint of unprofessional methods, and with faith in the justice and generosity of the people when they understand.

There is another phase of the salary question which will do no harm for teachers, in the pauses of their argument for more money, to think upon. Newton Bateman puts it in this wise:—

The higher law, by which teachers' salaries are graduated by the quality of service rendered and the law of supply and demand, will not be set aside for their benefit; that law is unchangeable and inexorable; it is a cold, relentless, emotionless principle of political economy, which has controlled the whole question of wages with a pitiless and despotic sway for centuries past. Hence the thing to do is to quit weeping and wailing over low wages and the non-recognition of the teachers' profession, so long the twin themes of unmanly lamentation, and go to work. There is plenty of room higher up. If you are willing to spend the time, thought, energy and perseverance vital to the best preparation and service, the world will recognize you, appreciate you, reward you.

And here is Dr. Harris's word upon it:—

The teacher whose salary is low asks himself what he is going to do about it. He may submit in sorrow to his lot, or he may take a more heroic view of the matter, and consider that the lot he will occupy depends in large measure upon his own efforts. He will then try to improve his skill in teaching, and to make his field of learning more extensive and accurate. He will make enthusiastic culture studies in

literature and art, as well as in science. He will study to perfect himself in fine manners. He will pass under review his moral judgments, seeking to raise the standard of his character. He will seek to make himself the desired professional teacher. What teacher could not improve his position and find a more adequate salary for himself? Daniel Webster is reported to have said to those who advised him against leaving the country town of New Hampshire to go to the great metropolis of New England, it being urged that Boston was already full of lawyers: "Yes, but there is always room at the top." So it may be said, in general, that the upper story in the temple of education is not yet full of good teachers. There is, in fact, a great lack in number and quality for the highest positions and best salaries that are offered in the United States.

#### TENURE OF OFFICE.

Since 1886 it has been possible for Massachusetts school boards to elect teachers who have served in their public schools at least one year to serve "at the pleasure of the committee."

Only 82 cities and towns have availed themselves of this chance to do away with annual election of teachers. Of the 5,535 teachers affected, 2,318 are in Boston, so that, if we take Boston out of the list, less than one quarter of the remaining teachers of the State enjoy tenure of office. We miss the larger cities and towns that employ a great number of teachers. The objection that such a rule would make it difficult to get rid of teachers who become inefficient is not well founded. Provision is made for the dismissal of teachers; that power rests with superintendent and school board. The real cause that makes the removal difficult is public sympathy for the individual concerned. Nothing but a pension system will be effective in this respect.

It has been said that very frequently well-established educational principles cannot be carried into practical effect because of an unenlightened public sentiment or a lack of public spirit. So with tenure of office. It costs nothing to establish this rule; in fact, it means little to any but the teacher himself. But it means so much to him and to the profession that the public cannot afford to ignore the fact, and fail to put teachers on tenure after a sufficient period of probation, and do away with the annual round-up, in which Mr. Martin tells us there is neither justice nor good sense. We do not need to dwell on this subject



in speaking to a body of educators, but in some way it should be brought home to our various communities that they owe it to their teachers to make this addition to their school regulations at the first opportunity.

#### THE SABBATICAL YEAR.

So far as we have been able to learn, Boston and Cambridge are the only cities in the State that grant teachers leave of absence for study with pay. Boston gives one half the salary, Cambridge one third, the amount not to exceed \$500. Cambridge adopted the rule in 1896, and since then 23 teachers have benefited thereby, 11 from the high schools, 6 from the grammar, 4 from the primary and 2 from the kindergarten. The provision is that any teacher who has served in the city for ten years may, on recommendation of the superintendent and vote of the board, have leave of absence for one year for purposes of travel or study. In Boston a teacher must have served seven years in the public schools of the city, "must make to the superintendent at such times and in such form as the latter may specify reports as to the manner in which the leave of absence is employed," and must "bind himself to remain in the service of the board for three years after the expiration of such leave of absence, or to refund such proportion of the amount paid him for the time included in the leave of absence as the unexpired portion of said three years may bear to the entire three, except in case of resignation from ill health or at the request of the board."

The gain to the teacher from this period of travel and study and of rest from the nervous strain of the class room makes directly for the good of the school, and in part atones for the meagre salary that makes it impossible for most teachers to take time for rest and study at their own expense. The example set by the colleges in this respect may well be followed in every part of the school world. The additional cost to city or town is not so great as to outweigh the positive gain to the schools. Here again public sentiment will help the school board to action.

#### LENGTH OF SERVICE.

The dignity of the teaching profession is much impaired by the fact that many adopt it temporarily, with no thought of per-

manent service. Figures are incomplete, but partial returns may be quoted from the last report of the Commissioner of Education. The tables are for cities of 8,000 inhabitants or more, and include 333, or 61 per cent., of the total number of such cities. They refer to 4,656 men teachers and 46,694 women. Of these, 50 per cent. of the men have been engaged in teaching less than 13 years; of the women, 53 per cent. have taught less than 10 years. The average length of service is 14.7 years for men, 11.1 years for women.

Massachusetts returns were from 34 cities, a total of 7,350 teachers. The average length of service of men and women together is 12.9 years. Of the whole number 22.3 per cent. have taught less than 5 years, 23.6 per cent. from 5 to 9 years, 19.2 per cent. from 10 to 14 years, 65.1 per cent. have taught less than 15 years; to go on, 12 per cent. from 15 to 19 years, 13.8 per cent. from 20 to 29 years, 7.1 per cent. from 30 to 39 years, and 2 per cent. 40 years or more. We see that at the point where presumably greatest efficiency is reached, when ten or twelve years of experience have been added to the teacher's professional equipment, he suddenly drops out of the ranks. We lack data to show what has become of him, — whether in the first place he chose teaching as a makeshift, having something else in view, or whether some unforeseen attraction has lured him from his original purpose. The claims of the teaching profession were not strong enough to hold him. However great the opportunity to render noble service, — and nowhere is it greater than in work with the young, — however great the privilege of living with books and leading others to love and appreciate them, until some of the hardships are lessened and until the money compensation is increased, we shall continue to see men and women who are sorely needed in the schools drawn off to other fields. When a college graduate is asked to take a high school position, to teach every hour of the session each school day a variety of subjects, and is paid the munificent sum of \$400 a year, \$300 of which she finds must go for board, she is not likely to desire more than ten years of such service. Only those who live at home can afford to consider such positions; and the tables already quoted show that women teachers do remain in the same place, their total length of service almost coinciding

with length of service in their present position, including those who have never taught anywhere but in the present place. This brings us to the condition where we find schools filled with teachers who were residents when appointed, — home talent, — a state of things challenged by our great educators. Indeed, our tables include two cities not one of whose teachers had ever taught in any other place. We shall await with great interest fuller information on this subject of the length of time our teachers serve. And in the mean time we may wish that those who teach till they can do something else may begin with the other thing first; and that the men and women who mean to make teaching their life work may be permitted so to do with some degree of contentment and peace of mind, and with the consciousness of following a profession in every way worthy of them, and commanding the honorable and unfailing recognition of the community.

#### TEACHERS' PENSIONS IN MASSACHUSETTS.

The most satisfactory pension system in the State at present is that of Harvard University. The following rules concerning retiring allowances were put in force on Sept. 1, 1899: —

1. Any person in the service of the university, and sixty years of age, who has held an office of the grade of an assistant professorship or of a higher grade for twenty years, shall be entitled to a retiring allowance of twenty sixtieths of his last annual salary in activity, and to an additional allowance of one sixtieth of his annual salary for each year of service in addition to twenty; but no retiring allowance shall exceed forty sixtieths of the last annual salary in full activity. In counting years of additional service, years of continuous service as member of a faculty, with the title of tutor, instructor or lecturer, or as assistant in a scientific establishment on an appointment not annual, may be added, at the discretion of the president and fellows, to the years of service as assistant professor or in a higher grade.

2. No person under sixty years of age shall be entitled to a retiring allowance; but the president and fellows may at their discretion pay to any person who, while in the service of the university, has become incapable of discharging his duties by reason of permanent infirmity of mind or body, or has resigned before the age of sixty, an allowance not exceeding that which he would be entitled to receive under Rule 1 if he had reached the age of sixty.

3. No person who has been in the service of the university less than twenty years as assistant professor or at a higher grade shall be en-

titled to a retiring allowance; but in computing the retiring allowance of a person who entered the service of the university, as a professor or at an equal grade, at an unusually advanced age, the president and fellows may at their discretion add a number of years, not exceeding ten, to his actual years of service; and such a person may be granted a retiring allowance as soon as his total service, including the constructive addition, reaches twenty years.

4. Any professor or officer of like grade entitled to a retiring allowance, who with the consent of the president and fellows shall give up a part of his work and corresponding part of his salary, shall have a right, upon his partial retirement, to a retiring allowance computed under Rule 1 upon that part of his full salary which he relinquishes; and upon his complete retirement his allowance shall be computed on his last full annual salary, and his years of partial retirement shall count as years of service.

5. The president and the fellows may, in the exercise of their discretion, retire wholly or in part any professor or officer of like grade who has reached the age of sixty-six, upon the retiring allowance to which he is entitled.

6. In the preceding sections, years of leave of absence are to be counted as years of active service; librarians, assistant librarians, curators, assistants in the scientific establishments, and administrative officers of long tenure whose salaries may be classed with those of professors or assistant professors, are covered by the phrases "at an equal grade" or "of like grade;" and the "last annual salary in full activity" means the last regular salary as professor, excluding annual grants and extra payments.

7. The president and fellows retain power to alter these rules, without, however, abridging the rights which individuals in the service of the university shall have acquired under them.

8. The obligation of the president and fellows to pay retiring allowances will be neither greater nor less than their obligation to pay salaries; so that, if misfortune shall compel a percentage reduction of salaries, retiring allowances will be reduced in the same proportion.

The system at Harvard was in existence before Mr. Andrew Carnegie's great gift, but is now, of course, supplemented and strengthened by that private benefaction. Other undenominational colleges in the State of Massachusetts also receive their proper share of Mr. Carnegie's gift. This magnificent gift from Mr. Carnegie has been extraordinarily effective in several ways:—

1. It has made the compensation of college professors more nearly adequate.

2. It has made suitable provision for the college professors' old age and illness.

3. It has improved the teaching staff of the colleges by the removal of professors who had already worked too long and too hard, and who long ago were entitled to a well-earned rest.

4. It has made the position of college professors more honorable and more attractive.

5. It has enabled college professors to live under more humane conditions with regard to proper expenditures.

May we not hope that Mr. Carnegie, by the same line of reasoning, will next give his attention to the needs of the public school teachers of America, whose duties are quite as exacting as those of college professors, whose needs are vastly greater and whose usefulness no intelligent person disputes?

Of the other forms of pensions for teachers in Massachusetts the most important are those of: —

1. The Boston Teachers' Retirement Fund Association.
2. The Boston Teachers' Mutual Benefit Association.
3. The Teachers' Annuity Guild of Massachusetts.

1. The Boston Teachers' Retirement Fund Association, according to the last report, has a fund of \$189,689.84. It has at present 1,885 contributing members and 95 annuitants, — a total of 1,980 members. The sources of income are: —

(1) Reservations from the salaries of contributing members, \$18 a year from each person, deducted bimonthly from the salaries.

(2) Payments in full by annuitants, in order to become entitled to annuities.

(3) Interest.

(4) Legacies.

Annuities and refunds are managed in the following way: —

*Annuities.* — Annuities are granted upon application to members retiring from the service, who have taught thirty or more years in the aggregate, including ten or more years in Boston public schools; also to members retiring from the service on account of disability, who have taught two or more years in Boston public schools.

The Board of Trustees has ordered that \$180 per annum be determined as the amount of annuity to be paid during the

calendar year 1906, and that said sum be payable in monthly payments of \$15 each; the first payment to be computed from a date to be fixed by the first day of the month following final favorable action.

*Refunds.* — Refunds are granted to retiring members in accordance with the following section of the law: —

Any teacher who shall have been a contributing member for two years or more, who shall retire from the service of the city of Boston not being in receipt of an annuity, shall, upon application within three months after date of such retirement, receive one-half of the total amount paid by such teacher into said fund.<sup>1</sup>

2. The Boston Teachers' Mutual Benefit Association is open to "all teachers in the employ of the city of Boston." The treasurer's statement for 1905 shows that the permanent fund consists of \$113,614.13, and that the Robert Charles Billings fund amounts to \$8,795.69. The amount paid annuitants in 1905 was \$13,475.91. In January, 1905, the total membership was 905 and the number of annuitants was 128. "The assessment is 1 per cent. of the yearly salary, paid in quarterly installments, except on salaries exceeding \$1,000; on such excess  $\frac{1}{2}$  of 1 per cent. is paid, but no yearly assessment exceeds \$20. The annuity now paid is \$111.

The president, Mr. Maurice P. White, assistant superintendent of schools, Boston, says: —

Could the non-members know the sad condition of some of the annuitants, they would welcome the opportunity of showing their fraternal feeling by joining the association, if only to help them. Professional benevolence should be something more than a phrase. Many of the present annuitants joined with the desire of helping the cause, and with no thought of ever needing the annuity. Now, in some cases, this regular income is all that prevents their being objects of charity. No young teacher can know these facts without feeling a desire to protect herself from similar conditions, and a wish to add to the comfort of those less fortunate than herself.

3. The Teachers' Annuity Guild of Massachusetts has a total membership of 1,119, including 120 annuitants. These annui-

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<sup>1</sup> A copy of the act establishing this retirement fund will be found in the Appendix to the Rules and Regulations of the Boston Public Schools.

tants are divided into three groups, known as the \$1,000, the \$750 and the \$500 groups. The annual assessment is \$16, \$12 and \$8 for each group respectively. The annuities paid are \$138, \$103.50 and \$69 for each group respectively. The Guild has a permanent fund of \$100,000, but, as the annuities show, needs much more money. This Guild has members in 18 cities and towns of Massachusetts.

The appeal which the Annuity Guild makes for help is a strong one, and applies with equal force to that great body of teachers in Massachusetts to whom not even the meagre provision of any or of all of the various annuity associations applies. This appeal is so good and so far-reaching that we quote it entire:—

One of the most important problems of the day is how to provide for public school teachers after they retire from active service. Many teachers in our public schools are attracted to the work largely through their love of children and their desire to take part in furthering education.

When they enter the profession of teaching they have to face the fact that it is never likely to yield them a salary sufficient to enable them to save money for their old age. Each year they come nearer to the time of disability without being able to provide for it. A large number of them are helping to support some one besides themselves, and many are silently contributing from their small salaries to enrich the material needed by the school children. It is not too strong a statement to say that no grade teacher can lay by enough for the future, even at the expense of her own vitality and the consequent loss to the children under her care. The time and money required to fit the teacher for her work and the standards of living demanded of her by public sentiment leave her the poorest paid of all skilled laborers.

There is almost no citizen of the United States who does not owe much to the devotion, ability, patience and friendship of some teacher. It is for us to make sure that these same teachers do not suffer from anxiety about their old age and from hardship when it comes. In the absence of a State or city pension system, public school teachers are obliged to look to the public to help them in establishing a fund by which to pension those of their number who, after honorable service, are compelled by old age or nervous exhaustion to retire.

The Teachers' Annuity Guild is already organized to provide annuities in cases of disability or superannuation. Teachers from any part of the State may become members. The Guild has a permanent fund of \$100,000, but needs half a million in order to provide adequate annuities.

A gift from you will help to lessen the hardship of retiring teachers, to express your appreciation of their great contribution to American civilization, and to encourage the entire teaching force of the State to work with renewed zeal.

The condition of superannuated teachers is well illustrated by the following cases:—

(a) One old teacher is “staying” with a family upon whom she has no claim. Some one saw her last week, wheeling the baby out. She looked gaunt and shabby. On being interviewed about the Guild, she replied: “The annuity is so little, but I do not know how I could get along without it.”

(b) Another has a home with a sister, but is at the beck and call of all the nieces and nephews, grand-nieces and grand-nephews, who are not at all nice to her. She wished that some rich people would give to the Guild.

(c) Another, a very old teacher, does fancy work, which friends buy out of pity. A neighbor has her to dinner every Tuesday, that she may have enough to eat once a week.

(d) Another for a year has been taking care of a brother, who has just died after a painful illness. Now she is worn out, but feels that she must earn money to keep the home for an invalid sister (formerly a teacher) and herself. She goes to Boston to do some copying, but feels that she cannot do this every day, as it becomes cold and stormy. She looks burdened, and wishes the Guild could pay more money. Now it does not pay enough to hire a room.

(e) Still another is a very unwelcome dependent in a brother's home.

### *Pension Legislation in Boston.*

The school committee of Boston have appointed a special committee to devise an adequate scheme of pensions, and to prepare a bill embodying the results of their arduous and most praiseworthy investigations. It is, therefore, highly probable that Boston will have in the near future an admirable system of pensions, wisely and generously designed to offer additional compensation to teachers, to relieve the overworked, to attract the best talent and to make possible more humane conditions for professional teachers throughout their careers.

The arguments for pensions for teachers may be summed as follows:—

1. Pensions are merely a part of adequate compensation.
2. They relieve the teachers' minds from the fear of an old age of poverty or dependence.
3. They tend to elevate the profession of teaching, by attract-



ing able men and women and by retaining them during the period of efficiency.

4. They make possible the retirement of the aged and the disabled without hardship, and so promote the dignity and general efficiency of the corps.

5. They tend to enable teachers to live in a manner to some extent becoming their extremely important and useful profession.

6. They allow teachers to spend more money for travel, for books, for additional professional training and for all those means of improvement so conducive to the welfare not only of the teachers personally, but of their pupils. The importance of the great law of imitation, whether conscious or unconscious, in the relation of pupil and teacher, cannot be overestimated.

7. Pensions afford a slight compensation to men and women of first-rate ability for sacrificing all the emoluments of other more financially profitable but less useful professions.

8. By the substitution of teachers on minimum salaries for those retiring on maximum salaries, the cost of a pension system is greatly reduced, while the general efficiency of the teaching force is promoted.

9. As the welfare of the children is the supreme law of the school, and as the pension system promotes the efficiency of the teaching force, it is evident that the welfare of the children, largely dependent as it is on the efficiency of the teaching force, demands this system.

10. No country and no cities in the world are better able to adopt the pension system than the United States and its great cities; but many foreign countries have already adopted a pension system, and are thus showing our country the way, when she ought to be in the lead.

#### STATUS OF THE TEACHER IN THE PRIVATE SCHOOLS OF MASSACHUSETTS.

Although the investigation of "the status of the Massachusetts teacher" must from the nature of the case be largely restricted to the status of the public school teacher, mainly on account of the accessibility of the information about public school teachers and the inaccessibility of information about private and

semi-private schools, still, the points of contact of public schools, colleges and private schools are so numerous, and the interests of their teachers are so similar, that no inquiry about "the status of the Massachusetts teacher" would be complete without some reference to the private institutions.

The following questions were asked about the private schools in Massachusetts:—

1. Will you kindly send the salary list of your school?
2. Have you any provision for pensions?
3. Are your teachers granted a sabbatical year? If so, on what terms?
4. Do your teachers have tenure of office?
5. What, in general, is the educational equipment of your teachers?
6. What is their length of service?
7. Are they usually members of professional and social clubs?
8. What degrees do your teachers hold?
9. Do they exhibit any literary, artistic, musical or other ability, outside of their regular duties?
10. Do they hold positions of trust in the community, in addition to their positions as teachers?
11. Have their salaries increased proportionately to the increased cost of living?
12. Are your teachers able to make a reasonable provision for illness and old age?

As the result of the answers sent by some of the best-known private school men in the State, the information obtained may be summarized as follows:—

1. The salaries paid in private schools, just as in public schools, are very frequently inadequate, and in almost every instance ought to be raised to meet the increased cost of living.

2. Provision for pensions is almost unknown in Massachusetts private schools.

3. The sabbatical year on half pay is not uncommon. In some institutions the sabbatical year with *full pay* is allowed. This excellent custom is to be commended most highly.

4. With regard to tenure of office, which appears to be much less general than is desirable, the following answers to the question, "Do your teachers have tenure of office?" give interesting information:—

(1) No.

(2) Permanent, three-year and one-year appointments.

(3) Reappointed each year; but permanency results, for no good teacher is disturbed.

(4) Yes; while satisfactory.

(5) No; they are retained while they do satisfactory work.

(6) Elected annually, but custom makes it practically a tenure, if the teacher is successful.

5. The educational equipment of the teachers in private schools is generally excellent. Many of these teachers have not only the degree of A.B. or S.B., but also that of A.M. or even Ph.D. The head masters of these schools sometimes hold the higher degree of Litt.D., S.T.D., etc.

6. The length of service in private schools, as in the public schools, varies greatly. The following answers show the conditions: —

(1) Twelve years, 7, 4, 3, 2.

(2) Variable.

(3) Present teachers appointed 1901, 1902, 1903, 1905, 1906.

(4) As long as life lasts.

(5) Forty-nine years, 23, 23, 14, 6, 4, 1, 1.

(6) From 26 to 2 years; most at least 10.

(7) So far, an average of 10 or 12 years.

(8) My data are imperfect. During the history of the school the length of service has ranged from 1 to 30 years, or thereabouts; it has frequently been from 4 to 8 years; in many cases it has been but a year or two. The present faculty is comparatively new. It is our policy now to retain good teachers as long as possible, if it is only a question of salary.

7. Membership in professional and social clubs is the rule, rather than the exception.

In connection with this subject it is only fair to state that many teachers, both in the public and in the private schools, in view of the multiplicity of educational organizations and the increasingly varied calls of modern life, feel the constantly increasing appeals for contributions to the support of additional educational organizations a burden that is assuming serious proportions. For example, the writer of this report contributed to the support of sixteen different educational and social organizations last year, all of which considered their claims paramount, and all of which are commendable and useful.

8. Literary, artistic and musical activity are not uncommon among the private school teachers. Some have written books, others contribute articles to magazines; others, according to a well-known head master, "are human, like other people." Many take no part whatever in such activities.

9. Positions of trust in Church and State are occasionally held by teachers. Among such positions reported to me may be mentioned: chairman of town sewer committee; president of town library association; president of village improvement society; member of school board; member of governing board of churches; president of school committee, etc.

10. The testimony is almost unanimous to the effect that salaries have not increased proportionately to the increased cost of living.

11. The opinion is very generally expressed that teachers cannot make reasonable provision for illness and old age. The answers to the question in this topic may prove suggestive to those of us who are living too luxuriously:—

- (a) No.
- (b) No; unless unmarried, or with other sources of income.
- (c) They certainly ought to.
- (d) By economy, yes; some do, others do not.
- (e) Yes.
- (f) Only three can make any such provision.
- (g) Doubtful, except that all have life insurance.
- (h) Hardly.
- (i) I am not able to say.

Statistics gathered in Springfield show that in this respect public school teachers are no better off. The average annual savings of 120 grade teachers receiving an annual salary of \$600 were found to be only \$12.42, which means that most teachers are able to lay up nothing. The savings of one year are often more than dissipated by the unexpected expenses of the next.

#### RECOMMENDATIONS OF THE COMMITTEE.

The committee makes the following recommendations:—

1. Higher salaries.
2. Pensions for teachers throughout the State.
3. Tenure of office.

4. The sabbatical year.
5. Higher professional qualifications, in response to improved conditions.
6. More money for education.

FREDERIC ALLISON TUPPER, *Chairman,*  
*Head Master, Brighton High School, Boston.*

LOEA P. HOWARD,  
*Master, Charles Sumner School, Boston.*

BERNARD M. SHERIDAN,  
*Superintendent of Schools, Lawrence.*

MRS. CAROLINE S. ATHERTON,  
*Boston.*

WILL S. MONROE,  
*State Normal School, Westfield.*

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**APPENDIX I.**

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**REPORTS ON SPECIAL SCHOOLS,**

**INCLUDING**

**A REPORT ON THE TEACHING OF THE ADULT BLIND  
AT THEIR HOMES.**

**COMPILED BY THE SECRETARY OF THE BOARD.**

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## SPECIAL SCHOOLS.

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The Commonwealth provides for children whose physical or mental defects forbid their attendance upon the public day school in the following special institutions, to which eligible persons may be sent in accordance with the provisions of chapter 39, Revised Laws, and upon recommendation by the Board of Education to the Governor: —

1. The American School at Hartford, Conn., for the Deaf, JOB WILLIAMS, L.H.D., Principal.
2. The Clarke School for the Deaf, Northampton, Miss CAROLINE A. YALE, Principal.
3. Horace Mann School for the Deaf, Boston, Miss SARAH FULLER, Principal.
4. Sarah Fuller Home for Little Deaf Children, Medford, Miss ELIZA L. CLARK, Matron and Principal.
5. New England Industrial School for Deaf Mutes, Beverly, Miss MARTHA O. BOCKEE, Superintendent.
6. The Boston School for the Deaf, Randolph, THOMAS MAGENNIS, Superintendent.
7. Perkins Institution and Massachusetts School for the Blind, Boston, ALMORIN O. CASWELL, Acting Director. EDWARD S. ALLEN, Director, from July 1, 1907.
8. The Massachusetts School for the Feeble-minded, Waltham, WALTER E. FERNALD, M.D., Superintendent.

### THE AMERICAN SCHOOL FOR THE DEAF.

JOB WILLIAMS, PRINCIPAL.

The whole number of pupils in the school for the year ending June, 1906, was 160; of these, fifty were from Massachusetts.

The general health of the school was good throughout the year, and the work of the classes was carried forward with commendable progress.

The method of instruction remains in the main the same. Of the seventeen classes in school, nine conduct all their recitations by speech and writing. A very large proportion of the



rest of the school receive daily instruction in speech and lip-reading from special teachers, with substantial results. The speech of these is as good and often better than that of those whose exercises are all oral, and who frequently fall into very careless habits of speech, the teachers lacking the time to correct defects, whereas the special teacher's attention is given to that very point. Not all pupils succeed equally well in the acquisition of speech and speech-reading, any more than in other things, and there are not a few who never acquire enough of speech to be of any practical benefit to them. Such had better use other and more rapid means of acquiring mental development and knowledge.

All the pupils use signs freely out of school hours. They pick them up from one another. The older pupils read the current news and discuss it with each other, while the younger ones stand by, watching with eager interest all that is said, and gaining knowledge which at that stage of their school course would be entirely beyond their comprehension if expressed in speech or writing.

There is an impression in some quarters that only dull pupils use signs. That is very far from the truth. The brightest pupils use them most freely, and delight in the easy, rapid, and to them most enjoyable, way of communicating with each other. The rapid interchange of ideas quickens their mental faculties and prepares them for better work in the schoolroom. There is a place — a very important place — for the sign language in the lives of the deaf. It is the abuse and not the proper use of signs that has sometimes brought them into disfavor where they are understood. The great majority of those who would do away with signs do not know or understand them, and consequently do not appreciate them. Signs have the power of far wider and more accurate expression of thought and fact than such persons are aware of.

As a rule, the pupils take great interest in their industrial work, and enjoy it, and in the cultivation of the hand, the eye and the judgment are gaining that which will be of great benefit to them when they shall have finished their school course and take up life's duties. In the case of some dull pupils it will be more of a help to them toward leading an independent, useful

life than their slender acquisitions in the class room. The value of manual training is being more and more appreciated in the schools of the country, both for the hearing and for the deaf. Our boys receive instruction in sloyd and cabinet making, and the girls in ironing, cooking, sewing, dressmaking and the lighter parts of housework.

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## THE CLARKE SCHOOL FOR THE DEAF, NORTHAMPTON.

### REPORT FOR THE CORPORATION.

*To the State Board of Education.*

The number of pupils in the Clarke School during the past year has been 148; of these, 114 were supported by the State of Massachusetts, 11 by Vermont and 5 by New Hampshire. The number of pupils paying tuition was 17; there is also 1 pupil for whom no charge is made.

Five pupils were graduated in June, all of whom showed by their command of English and their facility in lip-reading the results of careful training and diligent attention. Their ability to communicate with others by speech, while not superior to that of the average graduate of the school, awakened lively admiration in those who conversed with them. It is impossible for any sensitive person to witness the success attending the efforts of these teachers, continued through long years for each pupil, to overcome the limitation by which those boys and girls were handicapped for life, without being deeply stirred by gratitude to the founders of the school, and especially to its great benefactor, John Clarke. In many cases the effort to articulate distinctly is still visible. This does not, however, in the least detract; it rather enhances the sense of wonder at the accomplishment secured by the patience and zeal of teachers and pupils, co-ordinated to the one end of free converse with the normally endowed. The most self-denying consecration on the part of teachers and the most unremitting devotion to this end on the part of pupils are essential to the results scarcely less wonderful than the miraculous healings by our divine Lord; and in the case of these pupils it may as truly be said, as in the time of Christ: "He maketh both the deaf to hear and the dumb to speak." It is His influence and His life that bring

about these results, and open the door into human society for so many who were confined within narrow limits, and deeply felt their exclusion from the delights of social fellowship.

It is good to know that in a large majority of the schools for the deaf in our country this same process is going on; that an effort is made to teach speech to the deaf to a number exceeding 8,000, — nearly 90 per cent. of all deaf pupils in the United States. It cannot be assumed that in all these cases the same attainment will be realized as in the graduates of the Clarke School; but the patience and heroism required for the daily teaching of this large number of pupils may well be regarded as among the finest products of Christian education. That Massachusetts has great reason to be proud of the Clarke School has often been asserted in these annual reports. How far the leaders of education in this State realize this fact is uncertain; but every year brings forth evidence that those outside of the State most deeply interested in the education of the deaf highly honor the methods of teaching here in vogue, and recognize the leadership of the Clarke School. At the March meeting of the corporators of the school the following communication was received from the president of the American Association to promote the Teaching of Speech to the Deaf: —

GENTLEMEN: — As is undoubtedly well known to your body, the work of teaching speech and speech-reading to the deaf throughout the country has in recent years had a phenomenal growth. The number of deaf children now being taught speech includes fully two-thirds of all pupils under instruction in American schools. With this great growth in a quantitative sense there has naturally resulted a scarcity of teachers, more especially of fully and properly trained teachers, in consequence of which the work the country over has undoubtedly suffered.

The American Association to promote the Teaching of Speech to the Deaf has for some years been directing its attention to plans for meeting this unfortunate condition of affairs; and, as in times past, with similar situations confronting it, again turns to Clarke School for aid. The creation of a fund through the munificence of Dr. Alexander Graham Bell, a member of our association and of your own board, known as the "Melville Bell Memorial Fund," enables the association at this time to submit the following proposals, looking to the enlargement of your department for the training of teachers in speech work: —

1. That the department devoted to this work shall be enlarged to at least double its present capacity, thus enabling eight or ten students to place themselves under training annually, and that, as facilities increase, the number shall be increased to at least eighteen or twenty.

2. That the course of training to be pursued shall be submitted to the board of directors of the association for approval; and that a suitable diploma, duly signed by officers of your school and of the American Association, shall be granted to all students satisfactorily completing the course.

3. That students admitted to training shall be young men and women of high moral character, of liberal education, and of such natural aptitude for teaching as shall promise future success in the work.

4. That the period of training shall be from one to two years, as may hereafter be determined; and that the staff of your school shall be increased to fully meet the demands of the enlarged department.

5. Should the above proposals meet with the approval of your corporators, as we sincerely hope they may, the American Association to promote the Teaching of Speech to the Deaf will agree and bind itself to pay annually to your corporation, so long as the terms of the agreement shall remain in force, the following sums: for ten students and not less than eight thus trained, fifteen hundred dollars; and for any number more than ten and not over twenty, at a per capita rate of one hundred and fifty dollars; these amounts to be paid semi-annually, on presentation of properly vouched bills; this in addition to charges made by your board to such students.

6. That this agreement shall go into effect at the opening of your next term of school, and that it may be discontinued at the pleasure of either party upon six months' notice being given.

Respectfully submitted,

A. L. E. CROUTER, *President,*

*American Association to Promote the Teaching of Speech to the Deaf.*

The normal teaching done by Miss Yale and her assistants during the past fourteen years has added much to their labors, and this proposed enlargement of the training for teachers would necessarily increase the burden laid upon them. For this reason, and because it has been felt that the facilities in the way of suitable rooms and equipment for the regular work are still inadequate, the corporators accepted with some hesitation, for the trial of the experiment, the proposition of the directors of the association.

It is certainly appropriate to call the attention of the Board of Education to the significance of this movement on the part

of the great association for the promotion of speech teaching, made up of members from all the States. That the fortieth year of the Clarke School is to open with a normal class whose tuition (the normal students pay for their own board) is to be paid from a fund in the control of the American Association to promote the Teaching of Speech to the Deaf, is a fact of which every citizen in Massachusetts may well be proud. It is plain enough that the proper place for normal training for teachers of the oral method is on Round Hill in Northampton. Here is a delightful situation. Here is a corps of eminent teachers and a large body of deaf pupils, almost entirely wards of Massachusetts. Here is a model school, conducted on the oral method, which has been in successful operation since 1867. Here are the opportunities for observation and practice so essential to the best progress of the students in training to be teachers. Here since 1890 a small number of teachers has been yearly trained. These facts command the attention and the action of the great body of teachers of the deaf throughout the United States. If this movement for normal training here is to make headway, there is additional reason for the erection of a large school building, in whose ample rooms the observation and conduct of schoolroom work by the normal pupils could be efficiently promoted without encroaching on the space and oxygen needed for each of the ordinary Clarke pupils.

This demand for normal training made by the great body of American teachers of the deaf should make a strong appeal to the benevolent citizens of Massachusetts to show themselves loyal in a large way to one of their own institutions. It is a time of great expansion and enlargement in education. It is a time when the interests of every unfortunate class come home to the hearts of good people as never before. It is a time of immense growth in wealth and a corresponding growth in benevolence. The needs of the deaf children of this State, the service and heroism of the teachers of the deaf everywhere in the Union, the admiration and honor extended from these teachers to the Clarke School, the long accumulation of unremunerated advantages put by the Clarke fund at the disposal of the deaf wards of this State, the call of the needy States to this rich State for help, — make now an urgent appeal to

the wealthy, large-hearted citizens of Massachusetts to recognize by gifts worthy of themselves and their educational history. It certainly is now an appropriate time for some large-minded citizen to range himself by the side of John Clarke, and put a building or a fund at the disposal of the corporators that shall supply to both the normal and the ordinary training every facility.

As to the number of pupils which such a normal class would receive if an adequate equipment could be secured, no certain estimate can be given; but at the time of this writing it seems probable that at least ten will enjoy the provision of the American Association for the coming year. If complete arrangements could be made, the number would probably slowly increase every year. These students cannot long pursue the course of training without fully knowing the singularly exacting nature of such a life work, and those who should complete the course will naturally be persons of self-denying zeal and consecration. It is probable that a generous provision for the training of teachers of speech must soon be made somewhere in the United States. The question seems to be whether Massachusetts will have the honor of directing this great work. Nor is that exactly the question, for already through the eminence and labors of teachers in this school the honor rests with this Commonwealth. The question is rather whether the generous citizens of Massachusetts will be magnanimous enough to recognize the beginning made by these teachers and endorsed by the American Association, and will secure the further distinction of causing that beginning to expand into a department which shall be regarded throughout the Union as the best place for the training of teachers of speech to the deaf.

I cannot close this report without referring to the exhibition of sloyd, drawing and industrial work by the pupils of the school at the time of the graduation exercises in June last. The accuracy of the drawing was marked, and covered a large variety of subjects. The sloyd work represented high attainments by a large number of pupils. The wood carving both of the boys and girls received much praise. The cabinet work was admirable. Either of two tall, artistic clock cases exhibited would have done credit to any skilful workman of years of experience. It is

interesting to record that one of these was the product of the labor of the boy from Syria who has been for years a beneficiary of the school. The attainment of such excellence in cabinet work by this boy, who was sent to us from his native land with the hope that he will be ultimately of service to the deaf children of Syria, is, if we may so express it, a by-product of the training in the Clarke School, but a by-product which may well call forth a lively appreciation of the beneficence of this training.

All of which is respectfully submitted,

FRANKLIN CARTER.

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### HORACE MANN SCHOOL FOR THE DEAF, BOSTON.

#### REPORT OF MISS SARAH FULLER, PRINCIPAL.

The Horace Mann School opened on the thirteenth day of September, 1905, with 145 pupils,—75 boys and 70 girls. During the year 12 pupils were withdrawn and 21 were added, making at the close of the year in June, 1906, 154 pupils.

The five manly, interesting boys who were graduated on the twenty-fifth day of last June are fair examples of results obtainable by the methods of training employed in this school. Three of these boys are totally deaf, and began their school life with no knowledge of spoken or written language. They have acquired an intelligible use of speech and an understanding of the speech of others, by watching the movements of the mouth; and, in addition, have completed the course of study required for graduation from the public schools of Boston. The two other boys had been debarred by deafness from continuance at schools for hearing pupils, one from Lawrence and one from Boston. In this school they found grades corresponding to those which they had left, and by the study and practice of speech-reading they were enabled to complete their course and go out into the world to take an intelligent share in its duties and responsibilities. Each of the graduates had well-formed plans for his future, and was ready and willing to accept whatever difficulties these might bring to him.

The close personal relation between pupil and teacher in the Horace Mann School fosters the growth of individual aims, and strengthens uprightness in character and purpose. No better

evidence of the permanence of the influence of the school could be asked than that shown by the good and useful lives of a very large majority of those who have gone out from it.

The work in drawing during the past year has been very satisfactory. The services of a well-equipped, skilful teacher have given a fresh impulse to this department of study, and every grade has made gratifying progress. From the necessities of their condition deaf children are led to observe details of size, form, color and relation. They are therefore in a measure prepared to receive this training of the hand, which is such an important part of the education of all children; but more than others deaf children need to be given every opportunity to develop and to use whatever power they possess, in order to meet demands which they in common with others will find on leaving school and going out into the working world. Drawing affords one of the valuable means for this preparation, as it requires care and accuracy in expression and execution.

All of the work in this school is a testimony to efficient teaching, given by progressive, faithful instructors, and justifies the place it holds in the public school system of Boston.

The case of representative work sent from this school to the St. Louis and to the Portland expositions has been returned, and, with the medals and diplomas it received, is now an interesting part of the history of the Horace Mann School.

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#### SARAH FULLER HOME FOR LITTLE DEAF CHILDREN.

FROM THE EIGHTEENTH ANNUAL REPORT OF THE EXECUTIVE COMMITTEE,  
JUNE, 1906.

In the eighteen years since its foundation the average age of the pupils of the Sarah Fuller Home has been three and one fifth years, and it is now generally acknowledged that the nursery instruction given such very young children has been of great benefit in stimulating their powers of observation, and in giving them facility in reading from the lips and command of their vocal organs; while the gentle discipline of Miss Clark and her assistants has taught them self-control, and has always made a well-mannered, happy family from often very difficult elements.



In dealing with these children, it is necessary to recognize that nearly all have extremely high-strung nervous temperaments, often the result of the diseases which have caused their deafness; and consequently all possible latitude consistent with discipline is allowed, and yet no severe discipline is required. The children are ruled by love, and restrained by firm insistence that each shall regard the common weal.

The training of the school is not only the mental discipline, which develops their sense of touch and sight, and thus in no small degree compensates them for their loss of hearing, but the steady moral discipline of the home is of incalculable advantage in their higher development. Their progress during the past three years in lip-reading and articulation is proof of the advantage that has come from the services of Miss Aymar, a highly proficient kindergarten teacher.

Kindergarten work is particularly effective in the teaching of deaf children, since, in a pleasant way, they learn to gain conscious control of themselves, their hands and of their voices; for the work is correlated with instruction in language and in lip-reading, and it is believed that the noticeable improvement in the tones of the children's voices is due to this instruction. In this work deaf children are found quite as proficient as hearing children, especially in the use of kindergarten material.

To improve this method of instruction a special room is needed, for that used for the purpose serves also for living and for play room.

The results of the work of the home have been so successful that it has been decided that children should be permitted to remain a longer time under its influence, and therefore the age limit of pupils has been extended from five to six years. This restricts somewhat the number of individuals who can receive its benefits, since the present number of twelve resident pupils cannot be exceeded.

During the past year there have been three day pupils whose parents have moved to the neighborhood so that their children may attend the school. It is hoped that this example may be followed by other parents whose circumstances and occupations permit, since in this way the usefulness of the home can be greatly increased.

Five new pupils have been admitted during the past year, and three have been transferred to other schools.

The farm land immediately to the eastward of the home property being laid out for sale in house lots, 26,500 square feet of this land, lying between the home lot and a proposed road, has been purchased for the protection of our property, at a cost of \$2,500. By this purchase the reserve fund has been materially reduced, and it is to be hoped that especial endeavors will be made during the ensuing year to increase the number of annual subscribers, and thus not only assure steady income from this source, but by extending the interest in the work of the home increase the possibility of special contributions. Such contributions are much needed, not only to make good the reserve and to build a new class room, but to increase the Sarah Fuller Home fund.

The board gives renewed thanks to Dr. Kennedy and Dr. Sargent, who have generously continued their gratuitous professional services.

The directors regret the resignation from the board of Miss Julia O. Hunnewell, who has rendered most useful services.

Thanks to the generosity of Gen. Samuel C. Lawrence, the trees at the home have been saved from threatened injury by gypsy moths.

EDMUND M. WHEELWRIGHT.

#### NEW ENGLAND INDUSTRIAL SCHOOL FOR DEAF MUTES.

This school receives an annual appropriation from the State. By a resolve of the Legislature of 1906, \$3,500 was granted, the following account of which is sent by the treasurer, Mr. Samuel P. White, Beverly: —

Salaries of teachers and wages of help, . . . . .	\$3,000
Coal, lighting, groceries at school, . . . . .	500
Total, . . . . .	\$3,500

## THE BOSTON SCHOOL FOR THE DEAF, RANDOLPH.

*To the Massachusetts State Board of Education.*

The Boston School for the Deaf, at Randolph, Mass., for the year 1905-06, opened on September 15 with 77 pupils. Eleven pupils were admitted during the year, and 4 were dismissed. The total number on the roster at the close of the school year, June 20, 1906, was 84.

The health of the children has been very good. The only serious illness during the year was pneumonia, of which there were three cases, all successfully treated by the school physician, Dr. James S. Sullivan of Randolph.

The otologist of the school, Dr. T. J. Reardon of Boston, found only two cases among the children requiring surgical treatment, and this caused no interruption of the studies of the children.

The location of the school, on a plateau of land high above the town and surrounding country, is accountable in a great degree for the remarkably healthy condition of the pupils. The farm of several cultivated acres supplies the school with fresh vegetables during the summer and winter vegetables in abundance; and the dairy insures a daily supply of fresh milk without stint. Visitors to the school remark how healthy, happy and cheerful the pupils appear, not only at recreation in the school yard or romping in the fields, but also in the class rooms.

The work done during the year has been very satisfactory. The course of study — the seventh grade — as outlined in the last report was thoroughly carried out. The school has lost a valuable collection of the pupils' work, which was sent to the St. Louis Exposition and afterwards (by request) loaned to the Lewis and Clark, Portland, Ore., Exposition, only a small part of which was returned. The missing part of the exhibit consisted of five bound volumes of language work, three bound volumes of arithmetic work, three bound volumes of geography work, four bound volumes of mounted work, and the exhibits in sewing, sloyd and basketry. Mention is made here of the loss of this valuable exhibit, in the hope that some reader of this report connected with other schools for the deaf may be able to trace the lost goods, and notify us accordingly.

On Dec. 14, 1905, His Excellency Governor Douglas, with Secretary Robinson and the executive secretary, E. Hamlin, Esq., and five members of the council, paid an official visit to the school, and left with words of approval for the scholarship of the pupils, the sanitary condition of the building and the efficiency of the teachers exemplified in the class work exhibited.

On May 9, 1906, Mrs. Kate Gannett Wells of the State Board of Education visited the school, and expressed her great satisfaction not only as to the class work done by the pupils, but also as to the home-like appearance of the school and its surroundings. In this it differs from most public institutions, as is apparent to all visitors.

June 5, 1906, through the kindness of Mr. Roberts, proprietor of Randolph Grove, the pupils had their annual picnic, and passed a merry and happy day.

During the summer four of the teachers attended the convention of the American Association to promote the Teaching of Speech to the Deaf, held at Pittsburg, Pa., and derived much benefit from their visit. Aiming at the highest proficiency in the science of teaching the deaf, the teachers of this school avail themselves of every opportunity to perfect themselves in their vocation.

The course of study for the ensuing year for the highest grade (the eighth) is as follows:—

*Language.*—Original composition. Letter writing. Reproduction of readings on assigned topics.

*Grammar.*—Hyde's "Practical Lessons in English."

*Arithmetic.*—Smith's "Intermediate Arithmetic."

*Geography.*—Redway's "Advanced Geography."

*History.*—Montgomery's "Leading Facts in American History."

*Science.*—Outline lessons in anatomy, physiology, zoölogy and botany.

*Drawing.*—Representation: nature study, —flowering plants, shrubs and trees; familiar cylindric, conic and rectangular objects; type forms, —cylinder, cones and rectangular models; studies of life, —pose drawing; composition; selection, grouping and space relations; expression; outline; light and dark; light and shade. Decoration: historic study; characteristics of Greek style; creative effort; area; borders and surface patterns; expression; outline; light and dark;

color. Construction: patterns and developments; hexagonal objects; truncated, conic and pyramidal objects; covers, folios, etc.; working drawings.

The school opens on the second Wednesday of September and closes on the third Wednesday of June.

THOMAS MAGENNIS,  
*Superintendent.*

### PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

ALMORIN O. CASWELL, ACTING DIRECTOR.

The whole number of blind persons registered in the Perkins Institution at the beginning of the school year, Oct. 1, 1906, was 316. This enrolment included 182 in the main school at South Boston, 118 in the kindergarten at Jamaica Plain and 16 in the workshop for adults. These numbers may be subdivided as follows:—

Pupils in the boys' department, . . . . .	82
Pupils in the girls' department, . . . . .	89
Children in the kindergarten, . . . . .	118
Teachers and officers, . . . . .	9
Domestics, . . . . .	2

#### Beneficiaries of Massachusetts:—

At beginning of year (Oct. 1, 1905), . . . . .	171
Admitted during year, . . . . .	36
Discharged during year, . . . . .	17
At present time, . . . . .	190

In spite of the heavy blow which has befallen the institution through the death of Michael Anagnos, its eminent director during thirty years of its growth and prosperity, the work of the school has progressed steadily and satisfactorily along the many lines of its activities. The curriculum is broad and comprehensive, and is well calculated to furnish the pupils with such a solid basis of fundamental knowledge that they will be able to build upon it in any special form of higher development which they may choose. A spirit of true harmony prevails among the students and their teachers and caretakers; and, whether in the schoolroom, the gymnasium, the music room or the playground, the boys and girls enter with zest into their occupations and

pastimes, and exhibit a fund of animation and exhilaration which it is pleasant to see. Under these conditions the results of the year's efforts are exceedingly gratifying.

In the literary department the course follows closely that adopted in the public schools, so that the pupils find an additional incentive in keeping abreast of their seeing brothers and sisters, and in being able to discuss with them puzzling points in their studies, characters met in literature, or knotty problems which both have triumphantly solved.

A strong and constant effort is put forth to train and develop the minds and characters of the pupils to a point where they will stand upright in proud independence, as honest, self-respecting citizens, capable of taking their places among normal men and women and of contributing their share to the world's work, and at the same time to awaken them to a conception of what is best and truest in the realm of letters and in the lives of mankind. With such a foundation of true worth there is no doubt of their being able to find an opportunity to perform remunerative labor in some field of activity. Their spirit in the class room has been excellent, and a fair degree of progress has rewarded their earnest endeavors.

Music offers a pleasant relaxation from close application to literary studies, but, farther than this, it serves to cultivate the æsthetic nature of the pupils, and it offers a vocation which is as truly an avocation and presents to those who have some talent in this direction a means of livelihood which is as little hampered as any can be by their loss of sight. Realizing this, the pupils are glad to devote as much time as possible to this study, and their ardor and conscientious work are fully revealed by the results of their labors. All of the music students receive instruction in playing upon the pianoforte and in the study of harmony, theory and musical history; and the different orchestral instruments are thoroughly taught by special and competent teachers. The orchestra has made a decided advance during the past year, both in the character of its work and in its repertory; and it is able to give much pleasure to its hearers, as well as to prove very valuable to its members through *ensemble* playing.

Regular exercises in the gymnasium afford the necessary physical training which must accompany all mental development, establishing a healthy body for the healthy mind. These play an

important function in the daily life of the blind students, who are cut off from the field sports, through which those with sight become hale and vigorous, and who are only too prone to pass their leisure time in quiet conversation rather than in any form of activity. Under wise and constant supervision they engage in daily practice in exercises which are carefully chosen to supply the special needs of each individual, with a view to correcting all physical ills, as far as these are remediable, and to overcoming all personal idiosyncrasies. So successful is this attempt that in the main the pupils are in good health throughout the year, and very little interruption to school work comes through sickness or disease.

Sloyd has been found to yield the best results in the manual training of blind boys and girls, and is pursued systematically in all the departments of the institution, beginning with the children in the kindergarten, where they work with pliable materials in knitting and sewing, continuing in the intermediate grades, where wood is the chosen medium, and carried on in the advanced classes, in which the boys learn to cane chairs and to make mattresses, while the girls reach a high degree of proficiency in sewing, both by hand and by machine, and in making entire garments.

The library is one of the vital forces of the school, and no department or class is independent of the aid which may be derived from its fine collection of books, both in ink print and in embossed type, and of specimens, models and appliances of all kinds, which admirably supplement instruction by means of text-books. In addition to the important part which this collection of literature plays in the life of the school, it serves as a circulating library, and its embossed books are distributed throughout this country and in Canada. The literature which is put into raised type is very carefully selected from that which has received the seal of approval from competent critics, and the number of volumes is constantly increasing through the ministrations of the Howe Memorial Press, which is busily engaged in publishing books or music during the school year.

The teachers of the adult blind are pursuing their beneficent task of travelling to and fro through the State, searching out those who may be benefited by means of instruction in reading,

writing and some forms of handicraft, and aiding them in every way possible to regain some of the independence of action and the pleasure in living which were theirs before the great affliction of blindness came upon them.

While the limit of its capability for growth has been by no means reached, the work is made as extensive as the fund allotted to it will allow, and every cent of the amount is expended for the direct advantage of those for whose sake it is appropriated by the Legislature. The part given freely by the institution, through the services of its officers and the use of offices, sales-room and library, is no small proportion of the entire expense.

The deaf-blind pupils now number four, three of whom are members of the older school at South Boston, while one of them, Louis Yott, a bright little newcomer, is at the kindergarten in Jamaica Plain. Each has a special teacher, under whose tuition and supervision the regular course of class-room work is pursued, and fair progress is being made. Three of these children, Cora Adelia Crocker, Nellie Winitzky and Louis Yott, belong to Massachusetts, and receive the benefits of the special legislative appropriation for such cases; but Thomas Stringer, the fine, earnest lad who has been in the charge of the Perkins Institution through all the years of his intelligence, is still dependent upon the benefactions of those kind friends who are deeply interested in the unfortunate boy, and are glad to contribute toward the expense of his education.

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## INSTRUCTION OF THE ADULT BLIND AT THEIR HOMES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, Jan. 1, 1907.

### *To the State Board of Education.*

The work of instructing the adult blind in their homes is being pursued quietly, unostentatiously but effectively along the pathway which was marked out for it at its inception, six years ago, through the wise foresight and clear judgment of the members of your board and the late Michael Anagnos, the revered and beloved director of the Perkins Institution for the past thirty years.



Since its beginnings in 1900 it has expanded in every way. Its aid has been freely sought and as freely given throughout the State, and it has carried solace and encouragement to hundreds of sightless persons who could be helped in no other way.

Primarily the instruction is intended to bring into the joy of the companionship of books those who have been cut off from this great source of happiness by their infirmity, to reunite them with friends through correspondence, and to provide some means of pleasant occupation for the hours which must often be spent in loneliness. Only secondarily does financial gain enter into consideration, although the amount of \$441.58 which has been received by these pupils during the past year, for articles made under instruction, shows a fair return for the expenditure. The sum of \$322.52, which was earned by three pupils, acting as selling agents, may also be mentioned as indicative of the incentive and self-reliance inculcated by this work.

Self-support is indeed eagerly sought by many of these hapless victims of disease or disaster; but many circumstances combine to make it difficult, if not practically impossible, to satisfy this craving to any great extent. It is a fact that a majority of the pupils are prevented by some mental or physical trouble from accomplishing remunerative work or producing saleable articles. For such the solace of mental or manual employment, as an end rather than as a means to an end, and the cheer of human companionship, must be accounted the purpose of this beneficent service to the adult blind. To others, more highly endowed or less affected by the ravages of age or disease, the instruction brings a message of hope, and an incentive to put forth sturdier efforts, so that four senses may as far as possible do the work of five, and the earnest man or woman may regain a place among self-respecting, independent members of the community, contributing in some degree to its welfare.

As time goes on, and experience takes the place of experiment, a prime excellence is more and more discoverable in that fundamental decree of the plan, — that the adult blind shall remain and be ministered unto in their own homes and among their own people. There, if anywhere, can an intelligent interest unite them to their fellowmen, and there will the duties and pleasures of life find their fullest meaning. Segregated in any home for

the blind and separated from the interests of the world at large, they would be robbed of participation in its every-day affairs and in the blessings of human brotherhood, while their deprivations through infirmity would be kept constantly in mind.

The four teachers visit their pupils regularly, as often as the demands upon their time will permit. They plan their program two weeks in advance, with due reference to the exigencies of train service, notifying their pupils beforehand, so that these shall be at home and fully prepared for the lesson. The instructors exercise the strictest economy of time and money, and utilize both in a conscientious desire to carry out the wishes of the State and to further the interests of the adult blind in the highest possible degree. In this earnest endeavor they are seconded, first, by the liberality of the officials of the Boston & Maine and the New York, New Haven & Hartford railroads, who are so good as to grant half rates to the teachers and their guides, thus materially reducing their travelling expenses, and performing a distinct service to the cause of the adult blind; and, second, by the generosity of the authorities of the Perkins Institution, who practically double the resources of the work by a free gift of appliances and materials, the use of offices, sales-room and library and the services of officers and librarians. With multitudinous incidental expenses saved by these means, the institution forms a strong coadjutor to the actual teaching force, and renders the State appropriation, inadequate at best, far more effective in its operations than it could otherwise possibly be.

The work is now firmly established, and its future prosperity at its present rate of progress is assured. Its further growth and expansion depend wholly upon the amount of the appropriation which is placed by the State Legislature at the disposal of those responsible for the success of the undertaking, and which alone limits the enterprise at this point of its development.

The names and addresses of the teachers are as follows: Miss Lillian R. Garside, No. 57 Pearl Street, South Framingham; Miss Lydia Y. Hayes, No. 52 Dartmouth Street, Winter Hill; Mr. Edward Schuerer, No. 15 Warriner Avenue, Springfield; Mr. John Vars, No. 72 Huntington Avenue, Boston, Mass.

*Statistics.* — Number of blind persons visited, 80; number

taught, 58; number refusing instruction, 22. Number receiving instruction: in the several systems of reading, 106; writing, 35; sewing, 19; knitting, 27; crocheting, 8; use of the sewing machine, 6; musical Braille, 5; tuning pianofortes, 1; playing upon the violin, 1; reseating chairs with cane, pith, splint or rush, 53; basketry, 6; hammock-making and netting, 3; reed-work, 1. Amount of money earned by the pupils, \$441.58. Summary of work done by the teachers: calls made, 703; lessons given, 1,774; miles travelled, 45,617.

All which is respectfully submitted by

FRANCIS HENRY APPLETON,  
WALTER CABOT BAYLIES,  
WILLIAM L. BENEDICT,  
WILLIAM ENDICOTT,  
PAUL REVERE FROTHINGHAM,  
CHARLES P. GARDINER,  
N. P. HALLOWELL,  
ANNETTE P. ROGERS,  
GEORGE H. RICHARDS,  
WILLIAM L. RICHARDSON,  
RICHARD M. SALTONSTALL,  
S. LATHROP THORNDIKE,

*Trustees.*

## THE MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, WALTHAM.

### EXTRACTS FROM THE SUPERINTENDENT'S REPORT.

I hereby submit the following annual report for the fourteen months ending Nov. 30, 1906: —

	Males.	Females.	Totals.
Number present Sept. 30, 1905, . . . . .	617	411	1,028
Admitted during the year, . . . . .	124	98	222
Whole number present, . . . . .	741	509	1,250
Discharged during the year, . . . . .	52	24	76

	Males.	Females.	Totals.
Died during the year, . . . . .	12	15	27
Number present Nov. 30, 1906, . . . . .	677	470	1,147
Average number present, . . . . .	-	-	1,057
School cases admitted, . . . . .	75	54	129
Custodial cases admitted, . . . . .	49	44	93
Private cases now present, . . . . .	-	-	54
Massachusetts school beneficiaries, . . . . .	-	-	417
Custodial cases supported by the State, . . . . .	-	-	212
Custodial cases supported by cities and towns, . . . . .	-	-	409
Beneficiaries of other New England States, . . . . .	-	-	42
Number at Templeton colony, . . . . .	-	-	180
Applications for admission during year, . . . . .	-	-	397

Of the 222 admissions, 107 were young, teachable pupils; included in this number are pupils capable of very great improvement. It has been many years since we have received so large a proportion of improvable cases. Thirty-nine of the admissions were females over fourteen years of age, and 35 males over fourteen years of age; 23 of these adults were of a very improvable type. Thirty-three of the admissions were of the class requiring much nursing and care, and not particularly susceptible to educational influences.

Of the above admissions, 18 were cases of spastic paralysis, 2 were insane and 8 were insane imbeciles; 4 were hydrocephalic, 2 were microcephalic, 8 were of the Mongolian type of idiocy; 4 were totally blind, 2 were deaf and 4 were epileptic. Four pupils were admitted from the State Industrial School for Girls at Lancaster and 6 from the Lyman School for Boys.

The large number of admissions for the past two or three years has greatly diminished the urgency of the applications now on file. We have admitted the most troublesome cases, and those requiring the most care and causing the most anxiety

in the community. The new applications for the year show a slight falling off, as compared with those for last year.

Of the 76 discharges, 47 were taken away by their parents for various reasons; 3 were kept at home to attend public school; 6 New England beneficiaries were withdrawn to make room for younger pupils; 12 went to work for wages; 5 ran away and were not returned; 3 were removed by overseers of the poor. Of those who were discharged to work for wages, 3 are working as farm hands; 3 are working in a factory; and 1 each is working in a machine-shop, paper-mill and foundry respectively; 1 each as bootblack, messenger boy and as steward on a steamboat.

Of the total number of discharges, 28 are so improved as to be capable of practical self-support, if their work could be supervised and directed, either at home or under protected employment. Every one of these pupils showed a decided mental and physical improvement; 36 other cases were returned to their friends in a decidedly improved condition; 12 of the cases discharged were not improved either physically or mentally.

The general health of our large family has been excellent. It has frequently happened that for days at a time we have had no cases of acute illness. The congregation of a large number of children near a great city, with frequent visiting of friends who may carry infection, makes it almost certain that each year we shall be called upon to deal with cases of infectious or contagious disease. Early in the autumn we had 21 cases of scarlet fever, with 1 death. There were 112 cases of measles of a severe type, with 2 deaths. Five cases of typhoid fever developed in one house within three days of each other, with 1 death; no other cases preceded or followed this group.

We have accumulated a large number of cases who have always been delicate and feeble, needing continuous hospital care and nursing. We have many inmates well along towards middle age, with an increasing liability to illness. We now have two small detached hospital blocks, each with room for 12 patients. We now need another hospital block to provide for 25 patients.

There were 27 deaths during the year, — less than 3 per cent. of the average number present. Of these deaths, 8 resulted

from pulmonary tuberculosis; 6 of these cases were suffering from tuberculosis when admitted. All were of feeble type, both mentally and physically; 2 were bedridden from the date of admission. Four deaths resulted from organic brain disease; 4 from acute lobar pneumonia; 2 from exhaustion of chronic idiocy; 2 from measles; and 1 each from cerebral hemorrhage, cerebral meningitis, acute enterocolitis, epilepsy, organic heart disease, scarlet fever and typhoid fever.

The following table shows the age of the 1,147 inmates in the institution at the close of the fourteen months ending Nov. 30, 1906:—

	Males.	Females.	Totals.
Under 5, . . . . .	4	1	5
From 5 to 10, . . . . .	92	46	138
From 10 to 15, . . . . .	198	115	308
From 15 to 20, . . . . .	174	124	298
From 20 to 25, . . . . .	109	69	178
From 25 to 30, . . . . .	62	50	112
From 30 to 35, . . . . .	22	27	49
From 35 to 40, . . . . .	11	20	31
From 40 to 45, . . . . .	4	6	10
From 45 to 50, . . . . .	4	7	11
Over 50, . . . . .	2	5	7
	677	470	1,147

In these reports in former years we have described and discussed in detail the methods of instruction and training employed in this and other institutions for the feeble-minded. There have been no radical changes in the general plan of instruction. We have now more pupils under training than ever before. The admission of so many young, improvable children has taxed fully the capacity of our classes and class rooms.

The pupils in our regular classes continue to show as much improvement as in years past. We have greatly enlarged and extended the scope of our classes for manual instruction. In the sloyd classes, under Miss Johnson, the more advanced boys learn to use wood-working tools with a good deal of precision. The models made by these pupils compare favorably with the work of normal boys in the public schools.

In the four class rooms in the manual training building, Mr. Ray, with four assistants, conducts the classes in painting, shoe repairing, furniture repairing, printing, cane seating of chairs, brush making, etc. The articles made or repaired by the boys are used in every department of the school. These boys show the greatest pride in exhibiting the results of their handiwork. The direct educational value of the work done here is very apparent. Mr. Ray also directs the elementary classes in manual training, where boys are taught the use of common tools, how to drive nails, how to use a screwdriver or gimlet, to use a saw carefully and accurately, to use a pocket knife with a definite purpose, etc.

For the girls, the domestic training classes of Miss Ross, in the well-equipped class room, have more than realized our expectations. These pupils have acquired a hitherto unknown degree of efficiency in plain cooking, waiting on table, laundry work and housekeeping generally.

Every girl of suitable age and capacity receives regular instruction in plain sewing, darning, mending, the use of sewing machine, etc. For the girls we have also added a special department of instruction in knitting, weaving of rugs, braiding of rugs, and other handiwork of this kind. The pupils in this department for manual work are under the instruction of Miss Van Campen, who has been especially trained and has had successful experience in this work. In these manual classes we expect to do for the girls what we have long done for the boys with sloyd and manual training.

The rapid increase in the number of young pupils has already caused our new manual training building to be entirely inadequate for our needs. This building should be enlarged to at least three times its present size, in order to accommodate classes now formed.

The fondness of feeble-minded children for music and the ability which they show in simple musical performance has long been proverbial. Each schoolroom or sitting room has a piano or organ, and vocal or instrumental music is the chief factor in the many entertainments. Singing is the one great relaxation and recreation of the children. Musical instruction has long been recognized as a valuable educational factor in

this work. Hitherto this work has been done in the regular school classes, but Miss Boynton, the music teacher, now devotes her entire time to the instruction of classes of boys and girls in vocal and instrumental music.

It is a pleasure to record briefly the story of another happy and prosperous year at the farm colony at Templeton. The "Brook House," the fourth group of farm buildings, was opened early in January, with the transfer of a group of boys from the school at Waltham. These boys at once became contented and happy, and not one of them is willing to return to the school. They have taken the greatest interest in the grading about the buildings, the clearing up of the old farm land and the cultivation of the crops. Already, as in previous transfers, every boy shows marked mental, physical and social improvement, as a result of the almost ideal conditions and environment.

The material prosperity of the colony — the visible, substantial result of the boys' happy industry — is a powerful if not indispensable factor in producing the content and tranquility and self-respect which has so uniformly been shown by properly selected boys transferred to the colony. They are proud of their work.

Respectfully submitted,

WALTER E. FERNALD, M.D.,

*Superintendent.*



## AUTHORITY OF SCHOOL COMMITTEES TO DISCONTINUE SCHOOLS.

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[Full Text of Decision of the Supreme Judicial Court.]

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### ACUSHNET SCHOOL CASE.

Following is the full text of the Supreme Judicial Court's decision in the case of *Morse v. Ashley*, in which the former petitioned the court for a mandamus to compel the respondents, members of the school committee of Acushnet, to reopen a school:—

This is a petition for a writ of mandamus to compel the respondents, as they are the school committee of the town of Acushnet, to reopen the Bisbee school in that town. On Oct. 7, 1905, the town voted to reopen the school, but the respondents refuse to comply with the vote. The question is, whether the vote is binding upon the respondents.

It appears that at some time prior to the vote there had been maintained in the town an ungraded school, called the Bisbee school, which two children of the petitioner, each under ten years of age, attended; that the committee had caused the school to be closed, "and thereafter the said children of petitioner were required, by order of said committee, to attend the graded school, located three quarters of a mile distant from the 'Bisbee school,' and called the 'Long Plain School,' and for a few days they attended the latter school, the committee then and now furnishing transportation to and from the school." It further appeared that the number of pupils in the Bisbee school was small, their ages varying from four years to fourteen years, and that it was located about half a mile from the petitioner's residence.

It also appeared that there are no school districts in the town, the attendance of the pupils at the several schools being regulated by the respondents; that at the time of the vote the town maintained, in addition to the Bisbee schoolhouse, "a sufficient number of school-houses, properly furnished, . . . in which houses schools were and are now maintained, to accommodate the total number of children who might legally attend the public schools therein, except that no high school is maintained;" and that "such schools are under the direction of a superintendent employed by said town in conjunction with two other adjoining towns."

The respondents in their answer aver that in their judgment the interests of the pupils who attended the Bisbee school required that "they should be furnished the greater and systematic facilities for education which the . . . [Long Plain school] . . . offered in preference to reopening the . . . Bisbee school, and required the attendance of the pupils" at the graded school; and that the number of pupils formerly attending the Bisbee school is so small "as in the judgment of the . . . [respondents] . . . to render its maintenance inadvisable and unnecessary." In the absence of any evidence to the contrary it is to be assumed that the respondents are acting in good faith, and that their judgment is correct.

The vote of the town was, that "the town reopen the 'Bisbee school.'" It is well to see what under the circumstances was the meaning of this vote. It was not a vote to establish a high school or an evening and industrial school, nor simply to open the schoolhouse where the Bisbee school had been maintained. On the contrary, it was an order that the pupils who formerly attended that school, or who under the previous custom naturally would have been assigned to it if it had not been closed, should be taken from the schools to which they had been respectively assigned by the respondents and sent to the old school, and there kept during the ordinary school hours. That is what the vote meant. If this order is valid, then the town may make a similar order as to every schoolhouse and every pupil, and transfer the pupils from school to school at its own will.

Revised Laws, chapter 42, section 27, provides that the school committee "shall have the general charge and superintendence of all the public schools." In the performance of this duty the committee act not as the agents of the town, but as public officers intrusted with certain powers and charged with corresponding duties. In the absence of the school district system, the duty of assigning the pupils to the various schools is a part of the superintendence under this provision of the statute. This duty rests upon the committee; and of course upon them rests also the responsibility for the proper discharge of it. While they may and should take into careful consideration any wish of the inhabitants of the town, whether expressed in a formal vote or otherwise, still, in the end their own decision when reached is the decision of the Commonwealth, and is to control. To hold otherwise would be to put the superintendence of the school into the hands of two separate bodies, one the town and the other the school committee, each being likely to neutralize the good effect of the work of the other, and thus to create confusion and inefficiency in the school system. It is manifest that by the vote under consideration the town undertook to direct the committee in a matter over which the committee under the statute had full control. It follows that the vote is inoperative, and is in no way binding upon the committee.

Petition denied.

## ADMISSION TO STATE NORMAL SCHOOLS.

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STATE BOARD OF EDUCATION, STATE HOUSE, BOSTON, May 6, 1907.

*To Principals of High Schools.*

Your attention is invited to the following votes of the State Board of Education, passed on May 2, 1907:—

Candidates from high schools which are on the certificate list of the New England College Entrance Certificate Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B., or 80 per cent., as certified by the principal of the school.

Blank forms for the certificate may be obtained upon application to this office.

Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

High schools desiring this approval should correspond with the secretary of the Board.

French may be taken in the preliminary examinations.

Very truly yours,

GEORGE H. MARTIN,

*Secretary.*

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# AN ABSTRACT

OF THE

SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES  
OF THE SEVERAL TOWNS AND CITIES IN  
THE COMMONWEALTH

FOR

THE SCHOOL YEAR, 1905-1906.

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## BARNSTABLE COUNTY.

TOWNS AND CITIES.	Population - State Census of 1905.	Valuation - May 1, 1906.	No. of public schools.	SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.						Percentage of at- tendance based on average member- ship.	
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 16 and 14 years of age.	No. of different pu- pils within the year under 5 years of age.	No. of different pu- pils within the year over 15 years of age.	No. of different pu- pils within the year between 7 and 14 years of age.	Average member- ship of all the schools.		Average attendance of all the schools.
Barnstable,	4,336	\$4,984,820	21	629	459	741	136	513	682	626	.92
Bourne, .	1,786	2,673,075	11	247	192	336	61	212	307	279	.92
Brewster,	1,739	553,080	4	116	84	101	24	65	92	85	.92
Chatham,	1,634	970,425	11	233	161	299	55	161	258	230	.89
Dennis,	1,998	1,164,490	13	283	228	389	59	244	355	332	.94
Eastham,	519	350,295	2	78	55	82	1	68	73	65	.89
Falmouth,	3,241	7,872,776	18	526	465	693	42	333	525	473	.90
Harwich,	2,291	1,160,162	13	396	290	447	43	279	394	352	.89
Marblehead,	317	189,060	3	54	41	56	1	46	51	45	.88
Orleans,	1,062	589,805	4	170	141	195	30	141	191	174	.91
Provincetown,	4,362	1,928,920	21	888	633	938	71	616	816	757	.93
Sandwich,	1,433	981,575	8	222	152	244	39	143	242	222	.92
Truro,	743	366,990	5	149	111	160	1	12	137	124	.91
Wellfleet,	958	1,086,628	5	123	83	158	24	98	129	119	.92
Yarmouth,	1,422	1,842,030	9	183	142	216	30	139	195	181	.93
Totals,	26,831	\$26,674,131	148	4,307	3,237	4,983	635	3,160	4,447	4,064	.91

## BERKSHIRE COUNTY.

Adams,	12,486	\$5,784,225	43	2,460	1,922	1,989	63	1,361	1,671	1,580	.95
Alford,	275	167,770	2	49	34	41	1	32	31	28	.89
Becket,	890	456,313	8	159	154	162	4	119	122	106	.87

# SCHOOL RETURNS.

iii

Cheshire, . . . . .	1,281	686,704	7	226	172	213	-	5	160	174	157	.90
Clarksburg, . . . . .	1,200	255,569	6	265	216	298	4	3	185	196	172	.88
Dalton, . . . . .	3,122	3,017,700	17	549	412	636	-	52	435	574	537	.93
Egremont, . . . . .	721	449,812	4	98	82	119	-	3	88	84	76	.91
Florida, . . . . .	424	151,179	5	79	53	97	1	1	77	70	45	.83
Great Barrington, . . . . .	6,162	5,123,650	28	933	700	1,137	-	147	692	1,024	930	.91
Hancock, . . . . .	434	233,257	6	75	68	86	1	4	56	63	52	.84
Hinsdale, . . . . .	1,452	591,257	10	255	200	300	5	17	207	258	232	.90
Lanesborough, . . . . .	845	476,569	5	134	110	138	1	12	105	115	110	.78
Lee, . . . . .	3,972	1,918,865	14	717	495	652	8	85	419	576	525	.91
Lenox, . . . . .	3,058	4,955,485	20	562	417	652	6	81	562	625	568	.91
Monterey, . . . . .	444	271,085	5	90	65	96	2	4	67	63	63	.85
Mount Washington, . . . . .	87	88,101	2	18	14	21	-	2	15	20	18	.91
New Ashford, . . . . .	100	53,390	1	18	7	8	-	-	7	8	7	.88
New Marlborough, . . . . .	1,209	574,905	10	185	144	234	2	8	169	179	164	.86
North Adams, . . . . .	22,150	14,862,527	80	4,366	2,989	3,645	204	307	2,105	3,135	2,882	.92
Otis, . . . . .	534	220,979	7	79	63	81	-	2	68	68	60	.88
Peru, . . . . .	268	121,548	5	68	57	61	-	-	51	50	45	.90
Pittsfield, . . . . .	25,001	18,330,223	109	4,415	3,083	4,403	104	390	2,758	3,920	3,635	.93
Richmond, . . . . .	601	336,752	6	89	60	108	1	9	79	86	78	.91
Sandisfield, . . . . .	657	308,690	7	101	68	121	4	9	86	86	73	.85
Savoy, . . . . .	549	172,740	7	84	61	104	4	9	73	83	74	.89
Sheffield, . . . . .	1,782	988,740	13	241	193	286	8	23	201	231	196	.85
Stockbridge, . . . . .	2,022	3,636,160	11	384	267	402	2	46	251	353	310	.88
Tyringham, . . . . .	314	241,373	3	41	25	31	-	1	22	23	20	.88
Washington, . . . . .	339	310,622	6	72	55	88	-	1	69	68	59	.87
West Stockbridge, . . . . .	1,023	381,002	7	182	133	163	2	5	121	139	123	.89
Williamstown, . . . . .	4,425	3,035,747	22	822	593	799	1	93	539	718	675	.94
Windsor, . . . . .	513	243,970	7	93	75	104	5	1	83	86	72	.84
Totals, . . . . .	98,330	\$68,341,719	483	17,899	12,967	17,102	378	1,381	11,262	14,899	13,671	.92

## BARNSTABLE COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.						LENGTH OF SCHOOLING.					HIGH SCHOOLS.			
	NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		No. of teachers who have graduated from normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	A'vge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Expenditures for high school and port.	
	Men.	Women.	In high schools.	In elemen- tary schools.											
Barnstable, . . .	7	22	6	-	20	\$75 00	\$43 75	186	8-17	2	6	138	{ 9-18 9-18	{ \$6,235 42 2,200 00	
Bourne, . . .	2	9	2	-	5	90 86	42 57	94-10	8-12	1	2	63	9-5	2,200 00	
Brewster, . . .	1	3	1	-	3	75 00	41 66	34-10	8-15	1	1	21	9	1,152 00	
Chatham, . . .	1	11	2	2	4	88 88	32 72	99	9	1	2	46	9	1,586 00	
Dennis, . . .	4	9	2	2	7	62 50	43 88	117	9	2	2	59	{ 9 9	{ 1,716 10 }	
Eastham, . . .	-	2	-	-	2	-	40 00	16-18	8-9	-	-	-	-	-	
Falmouth, . . .	4	17	4	-	9	84 00	49 53	158	8-15	1	4	64	10	6,333 70	
Harwich, . . .	1	13	1	1	7	90 00	39 61	108-10	8-7	1	1	56	9-16	1,306 69	
Mashpee, . . .	1	1	1	1	4	45 00	38 00	24-10	8-3	-	-	-	-	-	
Orleans, . . .	5	5	2	-	3	90 00	42 00	36-4	9-1	1	2	37	9-16	1,690 64	
Provincetown, . . .	1	22	2	-	9	120 00	42 00	200	9-10	1	3	67	10	2,900 00	
Sandwich, . . .	1	9	1	-	7	70 58	41 64	67-10	8-9	1	3	33	9-5	2,042 00	
Truro, . . .	5	5	-	-	1	-	46 13	45	9	-	-	-	-	-	
Wellfleet, . . .	1	5	2	-	1	82 00	38 40	48	9-12	1	2	33	10	1,395 00	
Yarmouth, . . .	2	11	1	-	6	85 55	45 00	79-13	8-17	1	1	30	9	1,433 70	
Totals, . . .	27	145	26	6	88	\$78 71	\$42 51	1,315-5	8-17	14	29	647	9-9	\$23,990 25	

## BERKSHIRE COUNTY — CONTINUED.

Adams, . . .	4	47	4	1	28	\$135 90	\$47 62	406-8	9-9	1	7	159	9-15	\$6,866 72
Alford, . . .	-	2	-	-	2	-	38 15	19-8	9-14	-	-	-	-	-
Becket, . . .	-	8	-	1	4	-	33 00	70-10	8-17	-	-	-	-	-

## SCHOOL RETURNS.

Cheshire	7	-	2	-	40 57	60-5	9-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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## BARNSTABLE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure diminished by support contributed from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent of schools.	Text-books and school supplies.	School auditors.			
Barnstable, . . . . .	\$16,315 86	\$2,787 44	\$2,832 01	\$42 00	\$1,500 00	\$1,132 63	\$622 34	\$25,232 28	\$3,433 14	\$21,799 14
Bourne, . . . . .	5,671 42	1,135 00	1,324 25	74 90	675 00	921 55	446 92	10,249 04	1,352 33	8,896 71
Brewster, . . . . .	1,653 69	983 47	236 38	80 00	251 63	136 91	42 00	3,384 08	894 29	2,489 79
Chatham, . . . . .	4,040 00	25 00	982 23	240 00	611 16	365 32	513 55	6,777 26	1,787 77	4,989 49
Dennis, . . . . .	6,650 76	—	893 76	135 00	812 50	780 87	172 50	8,445 38	1,719 48	6,725 90
Eastham, . . . . .	1,024 00	1,105 84	178 25	—	104 07	102 47	28 00	2,542 63	1,586 66	955 97
Falmouth, . . . . .	11,115 00	2,695 43	2,757 94	247 70	1,400 00	1,182 81	108 95	19,507 83	556 50	18,951 33
Harwich, . . . . .	5,166 00	368 50	1,059 93	167 00	676 53	485 78	74 32	7,998 06	1,910 25	6,087 81
Mashpee, . . . . .	990 50	20 00	202 43	30 00	150 00	114 16	42 97	1,550 08	1,063 20	486 88
Orleans, . . . . .	2,975 00	1,226 55	576 42	20 00	208 14	288 29	66 68	5,361 08	2,301 86	3,059 22
Provincetown, . . . . .	10,653 81	—	1,732 76	104 50	1,038 72	1,092 85	1,639 56	16,072 20	1,799 68	14,272 52
Sandwich, . . . . .	3,987 06	400 35	707 67	—	675 00	561 38	147 66	6,469 12	2,166 39	4,302 73
Truro, . . . . .	2,399 00	9 75	330 34	90 00	245 94	306 01	27 10	3,408 14	1,690 84	1,717 30
Wellfleet, . . . . .	2,750 00	473 55	309 85	97 75	247 29	247 51	71 45	4,197 40	1,094 46	3,102 94
Yarmouth, . . . . .	6,091 32	894 25	739 76	165 00	609 31	400 82	377 10	9,280 56	3,017 77	6,262 79
Totals, . . . . .	\$80,396 41	\$12,125 13	\$14,863 96	\$1,493 85	\$9,205 29	\$6,109 36	\$4,281 10	\$130,475 12	\$26,374 62	\$104,100 50

## BERKSHIRE COUNTY — CONTINUED.

Adams,	\$27,528 27	\$208 70	\$6,098 16	\$375 00	\$2,400 00	\$2,001 96	\$1,369 96	\$39,982 07	—	\$39,982 07			
Alford,	1,060 00	166 00	34 50	—	204 55	69 54	—	1,524 24	1,197 83	326 66			
Becket,	3,139 50	237 00	149 40	45 00	366 62	303 92	33 84	4,295 18	1,874 22	2,420 96			

# SCHOOL RETURNS.

vii

Cheshire, . . .	2,986 00	733 50	737 19	50 00	450 00	294 15	246 51	5,437 35	2,019 50	3,417 85
Clarkaburg, . .	2,790 45	-	366 38	50 00	500 00	324 19	54 81	4,085 83	2,117 27	1,968 56
Dalton, . . .	10,195 80	228 00	2,690 82	225 00	1,050 00	1,098 33	672 38	16,180 33	979 40	15,180 93
Egremont, . . .	2,113 00	-	234 21	-	2,690 60	255 87	164 29	3,036 97	1,936 97	1,100 00
Florida, . . .	1,714 80	24 50	105 80	91 02	232 38	111 17	5 88	2,285 55	1,267 94	1,017 61
Great Barrington, .	16,666 95	1,050 40	4,301 97	-	1,700 00	2,229 25	868 97	26,767 54	2,107 50	24,650 04
Hancock, . . .	1,580 00	-	124 42	36 00	500 00	76 04	21 54	2,348 00	1,413 92	834 08
Hinsdale, . . .	3,909 57	265 00	513 95	-	689 62	434 27	29 77	5,843 18	1,867 76	3,974 42
Lanesborough, . .	1,982 60	328 50	420 52	80 00	416 64	129 90	132 18	3,490 34	1,885 86	1,604 48
Lee, . . .	8,960 70	683 05	2,044 46	326 50	720 00	753 79	518 62	14,007 02	1,814 73	12,192 29
Lenox, . . .	10,836 41	542 75	2,517 81	-	1,350 00	1,537 71	1,101 01	17,915 69	200 00	17,715 69
Monterey, . . .	1,305 50	337 90	76 50	50 25	300 00	124 66	21 60	2,216 41	1,339 70	876 71
Mt. Washington, .	998 00	-	37 40	27 60	150 00	128 82	7 00	1,248 72	694 00	684 72
New Amford, . . .	405 75	-	42 75	43 50	84 55	29 06	5 00	1,610 61	552 86	57 75
New Marlborough, .	2,942 30	422 00	215 60	105 25	570 00	216 81	71 53	4,643 49	1,368 85	3,174 64
North Adams, . .	65,308 38	760 00	13,049 65	1,900 00	2,760 00	3,734 14	5,000 00	92,502 17	-	92,502 17
Otis, . . .	1,568 00	88 00	121 80	27 00	300 00	119 06	41 70	2,285 56	1,173 75	1,091 81
Penn, . . .	1,095 50	151 00	67 00	30 00	238 64	283 33	73 28	1,938 75	1,434 75	524 00
Pittsfield, . . .	70,796 48	210 00	14,774 47	1,363 90	2,300 00	6,400 75	4,818 61	100,664 21	100,664 21	100,664 21
Richmond, . . .	2,205 80	194 89	247 61	34 40	429 56	159 74	9 00	3,281 00	1,340 57	1,940 43
Sandisfield, . . .	1,791 00	102 50	88 00	46 75	300 00	134 84	31 22	2,494 31	1,524 63	1,969 68
Savoy, . . .	2,028 00	210 00	72 08	55 00	316 82	145 91	25 46	2,853 27	1,853 76	1,169 51
Sheffield, . . .	4,638 00	247 75	516 41	33 25	780 00	454 13	83 49	6,753 03	1,850 54	4,902 49
Stockbridge, . . .	8,124 50	1,287 83	1,462 62	237 00	500 00	834 85	188 07	12,634 87	306 37	12,329 50
Tyringham, . . .	1,034 00	137 50	82 00	30 00	180 00	29 95	16 11	1,509 56	1,218 19	291 37
Washington, . . .	1,424 00	98 00	94 87	34 00	202 96	49 16	94 30	1,927 29	1,350 98	646 31
West Stockbridge, .	3,213 50	301 68	326 96	35 00	545 45	171 26	132 61	4,726 46	2,042 73	2,683 73
Williamstown, . .	12,948 18	117 00	3,267 91	174 50	1,200 00	947 47	478 92	19,133 28	784 49	18,348 79
Windsor, . . .	1,866 00	118 50	107 37	6 00	316 82	274 22	62 43	2,741 34	1,637 92	1,103 42
Totals, . . .	\$279,046 94	\$9,261 95	\$55,010 59	\$5,511 82	\$22,334 11	\$23,868 27	\$16,379 29	\$411,402 97	\$40,986 09	\$370,416 88

## BARNSTABLE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.				Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given, in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Log tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.						Principal.	Income.	
Barnstable, . . . . .	\$17,889 37	\$1,404 39	-	-	\$19,293 76	-	\$19,293 76	\$41,092 90	\$10,233 00	\$394 32	\$468 45
Bourne, . . . . .	16,069 24	1,311 66	\$673 99	-	18,054 89	-	18,054 89	26,951 60	-	-	131 60
Brewster, . . . . .	-	355 68	-	-	355 68	-	355 68	2,845 47	-	-	112 32
Chatham, . . . . .	-	-	100 00	-	100 00	-	100 00	5,089 49	-	-	127 00
Dennis, . . . . .	-	-	640 56	-	640 56	-	640 56	7,366 46	-	-	-
Eastham, . . . . .	-	-	90 91	-	90 91	-	90 91	1,046 88	-	-	-
Falmouth, . . . . .	13,518 25	1,503 56	500 00	-	15,521 81	-	15,521 81	34,473 14	10,000 00	473 00	-
Harwich, . . . . .	-	5 00	434 87	-	439 87	-	439 87	6,527 68	1,000 00	35 00	190 56
Marshpee, . . . . .	-	-	-	-	-	-	-	486 86	-	-	-
Orleans, . . . . .	-	-	100 40	-	100 40	-	100 40	3,159 62	-	-	131 50
Provincetown, . . . . .	-	-	300 00	-	300 00	-	300 00	14,672 62	-	-	-
Sandwich, . . . . .	-	-	78 91	-	78 91	-	78 91	4,381 64	-	-	251 00
Truro, . . . . .	-	-	147 82	-	147 82	-	147 82	1,865 12	-	-	68 06
Wellfleet, . . . . .	-	-	36 04	-	36 04	-	36 04	3,138 98	-	-	-
Yarmouth, . . . . .	-	-	205 34	-	205 34	-	205 34	6,468 13	15,000 00	902 01	1,302 06
Totals, . . . . .	\$47,476 86	\$4,580 29	\$3,308 84	-	\$55,365 99	-	\$55,365 99	\$159,466 49	\$36,233 00	\$1,804 33	\$2,762 52

## BERKSHIRE COUNTY — CONTINUED.

Adams, . . . . .	-	\$1,459 50	\$1,128 63	-	\$2,588 13	\$2,588 13	\$42,570 20	-	-	-
Alford, . . . . .	-	213 34	-	-	213 34	213 34	540 00	-	-	-
Becket, . . . . .	-	-	138 51	-	138 51	138 51	2,559 47	-	-	\$126 87

### SCHOOL RETURNS.

Cheshire,	-	2,800 50	171 77	2,972 27	-	6,390 12
Clarksburg,	\$1,310 86	206 00	81 86	1,588 72	-	3,657 23
Dalton,	-	-	587 56	587 56	-	16,748 49
Egremont,	-	-	-	-	-	1,100 00
Florida,	-	-	45 71	45 71	-	1,063 32
Great Barrington,	4,600 00	212 00	370 90	6,182 90	\$200 00	29,832 94
Hancock,	-	-	19 66	19 66	-	953 74
Hinesdale,	-	-	615 73	615 73	-	4,490 15
Lanesborough,	-	-	67 13	67 13	-	1,671 61
Lee,	5,000 00	-	249 21	5,249 21	1,000 00	17,441 50
Lenox,	-	-	1,048 39	1,048 39	365 00	18,764 08
Monterey,	-	-	6 68	6 68	-	883 39
Mt. Washington,	-	9 12	3 00	12 12	100 00	666 84
New Ashford,	-	-	1 90	1 90	-	59 65
New Marlborough,	-	-	177 27	177 27	-	3,351 91
North Adams,	-	800 00	2,760 32	3,560 32	-	96,062 49
Otis,	-	-	125 05	125 05	-	1,216 86
Perru,	-	21 00	5 00	25 00	-	550 00
Pittsfield,	-	11,222 31	6,899 52	18,121 83	-	108,786 04
Richmond,	-	-	95 76	95 76	-	2,035 19
Sandsfield,	-	160 00	12 52	172 52	1,290 00	1,142 20
Savoy,	-	-	41 67	41 67	1,297 00	1,211 18
Sheffield,	-	148 88	305 42	454 30	1,000 00	5,356 79
Stockbridge,	-	-	397 48	397 48	-	12,726 98
Tyringham,	-	-	-	-	-	291 37
Washington,	-	-	105 45	105 45	-	646 31
West Stockbridge,	-	-	1,700 28	1,700 28	-	2,789 18
Williamstown,	-	546 04	-	-	-	20,049 07
Windsor,	-	-	-	-	-	1,103 42
Totals,	\$10,910 86	\$17,798 69	\$16,496 34	\$35,205 89	\$5,292 00	\$406,622 77
						\$3,286 81

## BOARD OF EDUCATION.

## BARNSTABLE COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1906.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Barnstable,	-	\$50 00	-	-	-	-	-	-	-	-
Bourne,	-	-	-	-	-	-	-	-	-	-
Brewster,	\$825 84	-	-	-	-	-	-	-	-	-
Chatham,	1,176 40	-	-	-	-	-	-	-	-	-
Dennis,	807 29	-	-	-	-	-	-	-	-	-
Eastham,	1,157 29	-	-	-	-	-	-	-	-	-
Falmouth,	-	-	-	-	-	-	-	-	-	-
Harwich,	807 29	-	-	-	-	-	-	-	-	-
Massapee,	938 20	-	-	-	-	-	-	-	-	-
Orleans,	1,176 39	-	-	-	-	-	-	-	-	-
Provincetown,	1,026 39	-	-	-	-	-	-	-	-	-
Sandwich,	967 30	-	-	-	-	-	-	-	-	-
Truro,	1,167 30	-	-	-	-	-	-	-	-	-
Wellfleet,	675 83	-	-	-	-	-	-	-	-	-
Yarmouth,	675 83	-	-	-	-	-	-	-	-	-
Totals,	\$11,351 35	\$50 00	-	-	-	-	-	-	-	-

## BERKSHIRE COUNTY — CONCLUDED.

Adams,	-	-	-	-	-	-	-	-	-	-
Alford,	-	-	-	-	-	-	-	-	-	-
Becket,	\$1,157 29	-	-	-	1	506	-	-	-	-
	1,100 84	-	-	-	-	-	-	-	-	-

## SCHOOL RETURNS.

[illegible]

## BRISTOL COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1906.			SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.							
	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pu- lic schools during the school year.	No. of different pu- lic within the year under 6 years of age.	No. of different pu- lic within the year over 15 years of age.	No. of different pu- lic within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.		
Acushnet,	232	166	229	1	2	150	190	177	.88		
Attleborough,	2,330	1,629	2,406	72	177	1,704	2,070	1,922	.93		
Berkley,	150	111	164	-	6	133	141	126	.90		
Dartmouth,	689	553	664	6	37	506	584	530	.91		
Dighton,	345	247	339	5	3	250	286	274	.93		
Easton,	937	649	1,065	51	100	914	990	913	.92		
Fairhaven,	773	558	860	2	71	672	740	693	.94		
Fall River,	20,488	14,965	15,926	171	990	11,855	18,479	12,486	.93		
Freetown,	259	186	204	2	6	223	242	217	.90		
Mansfield,	817	582	878	1	90	680	797	719	.90		
New Bedford,	12,887	9,288	10,062	203	468	6,962	8,879	8,216	.93		
North Attleborough,	1,252	904	1,400	2	151	915	1,270	1,172	.92		
Norton,	271	193	263	-	22	239	273	246	.90		
Raynham,	257	183	219	-	4	159	204	182	.89		
Rehoboth,	334	262	348	8	6	265	288	249	.86		
Seekonk,	255	211	298	4	5	217	232	198	.85		
Somerset,	458	337	463	10	8	337	416	377	.91		
Swansea,	303	213	303	2	3	298	258	220	.85		
Taunton,	5,445	3,852	5,348	-	470	3,364	4,617	4,311	.93		
Westport,	506	360	503	4	20	387	417	371	.89		
Totals,	48,993	35,559	42,134	544	2,638	30,080	36,363	33,598	.92		

## DUKES COUNTY.

Chilmark,	322	\$247,619	2	39	29	31	-	1	24	23	20	.88
Cottage City,	1,138	1,763,675	6	244	171	235	-	21	152	206	185	.90
Edgartown,	1,175	867,664	5	173	123	187	-	19	120	170	146	.86
Gay Head,	178	36,391	1	39	31	46	1	5	31	39	32	.84
Gosnold, .	161	346,348	1	18	12	18	-	1	12	18	15	.83
Tisbury, .	1,120	1,313,378	6	187	134	203	-	22	135	183	172	.94
West Tisbury,	457	422,357	4	54	39	69	-	7	42	62	55	.90
Totals,	4,551	\$4,996,822	25	754	539	788	1	76	516	701	625	.89



## BRISTOL COUNTY — CONTINUED.

TOWNS AND CITIES.	NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.			TEACHERS AND TEACHERS' WAGES.			LENGTH OF SCHOOLING.				HIGH SCHOOLS.			
	Men.	Women.	In high schools.	In elemen- tary schools.	No. of teachers who have graduated from normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Ave No. of months the public schools have kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Expenditures for high school sup- port.
Acushnet, . . . . .	7				4	\$128 67	\$38 86	66-10	9-10	1	8	218	9-13	\$11,133 98
Attleborough, . . . . .	3	63	7	3	31	-	47 39	469-6	9-12	1	-	-	9-8	-
Berkley, . . . . .	-	7	-	-	-	-	34 00	63	9	1	-	-	9-7	-
Dartmouth, . . . . .	2	21	3	1	2	67 50	33 59	201-13	8-15	3	3	38	9-10	1,800 00
Dighton, . . . . .	-	12	-	-	6	-	37 62	104-19	8-14	1	-	-	9-10	-
Easton, . . . . .	1	31	3	1	8	155 00	45 73	273-5	9-15	1	4	111	10	4,970 00
Fairhaven, . . . . .	1	22	4	-	17	125 00	44 00	188	9-7	1	4	89	9-16	4,020 00
Fall River, . . . . .	22	389	15	11	73	135 91	62 17	2,910	10	1	25	762	10	37,772 73
Freetown, . . . . .	-	8	-	-	9	-	39 00	68-4	8-10	-	-	-	-	-
Mansfield, . . . . .	2	21	4	1	11	104 44	43 33	188-16	8-5	1	4	100	9-9	4,137 51
New Bedford, . . . . .	13	223	11	7	180	180 83	64 93	2,000-6	9-10	1	17	434	9-10	30,884 32
North Attleborough, . . . . .	2	39	6	-	18	109 62	51 35	289-12	9-1	1	6	174	9-7	6,750 00
Norton, . . . . .	1	13	1	-	9	85 00	35 41	87-8	8-15	1	2	37	9-7	1,641 17
Raynham, . . . . .	-	8	-	-	2	-	42 00	69-14	8-14	-	-	-	-	-
Rehoboth, . . . . .	-	16	-	-	3	-	31 76	124-16	8-5	-	-	-	-	-
Seekonk, . . . . .	-	9	-	-	7	-	38 21	77-17	8-15	-	-	-	-	-
Somerset, . . . . .	-	11	-	-	3	-	37 78	98-5	8-15	-	-	-	-	-
Swansea, . . . . .	-	12	-	-	4	-	35 72	103-2	8-11	-	-	-	-	-
Taunton, . . . . .	12	133	13	-	61	123 01	65 67	1,296-8	9-5	1	12	446	9-18	17,461 83
Westport, . . . . .	2	17	1	-	2	41 00	33 20	167-6	8-16	1	1	13	9-16	575 00
Totals, . . . . .	61	1,061	68	28	450	\$134 54	\$57 32	8,843-6	9-11	13	86	2,422	9-12	\$121,166 54

# SCHOOL RETURNS.

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## DUKES COUNTY — CONTINUED.

Chilmark, . . .	-	2	-	1	-	2	-	1	-	16	8	-	-	-	-	-
Cottage City, . .	1	6	2	1	-	2	\$75 00	\$40 00	61-67	61-12	8-12	8	8	8	\$1,342 44	-
Edgartown, . . .	1	6	2	-	-	2	65 00	45 00	43-10	43-10	8-14	25	25	9-10	1,408 00	-
Gay Head, . . .	1	1	-	-	-	-	55 00	40 00	9	9	9	-	-	-	-	-
Gosnold, . . .	-	1	-	-	-	1	-	50 00	50 00	9	9	-	-	-	-	-
Tisbury, . . .	1	6	2	-	-	4	81 29	44 37	53-17	53-17	8-19	27	27	9-7	1,450 00	-
West Tisbury, . .	-	4	-	-	-	2	-	45 24	34-9	34-9	8-12	-	-	-	-	-
Totals, . . .	4	26	6	1	12	12	\$69 07	\$43 73	217-8	217-8	8-14	3	6	80	8-19	\$4,200 44

## BRISTOL COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditures for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditures for such contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Acushnet, . . . . .	\$3,269 36	\$484 00	\$621 86	\$162 71	\$360 00	\$282 26	\$312 11	\$5,491 59	\$2,230 50	\$3,261 09
Attleborough, . . . . .	35,760 62	2,257 00	10,319 07	862 71	1,768 69	3,742 40	2,417 72	97,131 21	634 00	56,497 21
Berkley, . . . . .	2,164 00	-	258 65	82 85	300 00	150 84	329 86	3,286 20	2,118 44	1,167 76
Dartmouth, . . . . .	9,178 06	1,895 50	2,079 50	275 00	750 00	626 18	299 97	14,604 21	768 84	13,845 37
Dighton, . . . . .	5,502 80	-	959 54	6 15	525 00	527 52	85 96	7,605 97	2,259 90	5,346 07
Easton, . . . . .	17,970 56	1,770 73	3,846 31	171 79	1,440 00	2,365 82	310 30	27,875 61	7,876 26	19,998 25
Fairhaven, . . . . .	10,850 25	1,326 00	2,656 56	160 00	1,080 00	1,167 80	643 02	17,903 63	1,040 76	16,862 87
Fall River, . . . . .	249,895 75	773 00	59,412 50	5,008 75	3,200 00	16,942 68	5,278 82	340,509 50	7,136 85	333,372 65
Freetown, . . . . .	3,038 10	319 10	387 28	85 20	500 00	1,232 12	62 71	4,684 51	1,374 28	3,320 23
Mansfield, . . . . .	11,754 80	660 84	2,735 65	200 00	660 00	1,834 45	520 35	18,366 09	1,819 49	16,546 60
New Bedford, . . . . .	188,736 71	640 75	35,709 60	4,697 07	4,000 00	12,148 80	9,318 47	255,251 40	3,900 51	251,350 89
No. Attleborough, . . . . .	19,724 55	-	5,282 69	21 49	1,900 00	1,731 50	1,847 59	30,507 82	13 50	30,494 32
Norton, . . . . .	5,928 70	1,000 50	1,217 20	18 68	600 00	663 70	28 27	9,455 06	2,662 14	6,792 91
Raynham, . . . . .	3,277 50	646 50	365 64	100 00	300 00	285 34	253 94	5,228 92	2,420 24	2,808 68
Rehoboth, . . . . .	5,003 14	-	303 73	153 50	675 00	522 29	190 28	6,847 94	1,646 33	5,201 61
Seekonk, . . . . .	3,769 30	10 00	366 96	85 00	362 50	310 16	30 75	4,934 67	2,070 94	2,863 73
Somerset, . . . . .	6,403 06	551 05	586 87	126 01	439 31	439 31	71 10	8,676 39	1,242 32	7,434 07
Taunton, . . . . .	5,590 00	-	799 96	164 80	458 36	286 48	149 85	7,419 14	2,013 99	5,405 16
Taunton, . . . . .	87,589 10	1,489 00	17,555 39	860 00	2,200 00	4,389 23	4,739 89	118,822 71	2,708 75	116,113 36
Westport, . . . . .	5,988 70	258 62	1,006 68	255 10	750 00	405 59	71 26	8,735 95	1,377 34	7,358 61
Totals, . . . . .	\$681,398 05	\$13,582 59	\$146,440 63	\$13,494 80	\$22,327 55	\$49,144 47	\$26,559 72	\$983,347 81	\$47,305 38	\$936,042 43

## SCHOOL RETURNS.

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## DUKES COUNTY — CONTINUED.

Chilmark, . . .	\$838 60	\$76 50	\$57 50	\$42 00	\$159 96	\$101 41	\$22 55	\$1,298 52	\$645 00	\$653 52
Cottage City, . . .	2,800 00	234 00	709 17	125 00	400 00	294 00	-	4,662 17	312 50	4,349 57
Edgartown, . . .	2,790 00	432 00	293 92	36 00	320 00	526 75	182 66	4,630 33	1,530 00	3,100 33
Gay Head, . . .	855 00	-	48 00	30 00	80 00	180 43	96 96	1,290 39	1,164 39	126 00
Gosnold, . . .	465 00	36 00	43 00	41 25	-	23 35	11 00	619 60	544 60	75 00
Tisbury, . . .	3,231 51	206 25	486 60	60 00	319 92	344 46	43 57	4,692 31	1,574 85	3,117 46
West Tisbury, . . .	1,628 75	-	280 83	20 00	319 92	146 41	20 00	2,415 91	1,735 52	680 39
Totals, . . .	\$12,708 86	\$984 75	\$1,919 02	\$403 25	\$1,599 80	\$1,616 81	\$376 74	\$19,609 23	\$7,506 86	\$12,102 37

# BOARD OF EDUCATION.

## BRISTOL COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.				Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.		Amount raised by local taxation and expended for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.	Total expenditure for school buildings, being the total of the three preceding columns.					Principal.	Income.	
Acushnet, . . . . .	-	-	\$168 16	\$168 16	-	\$168 16	\$3,429 25	-	-	-	\$282 21
Attleborough, . . . . .	\$8,042 86	\$2,800 29	5,266 41	16,149 56	-	16,149 56	72,646 77	-	-	-	2,096 62
Berkley, . . . . .	2,232 34	-	321 24	2,553 58	-	2,553 58	3,721 34	-	-	-	7 94
Dartmouth, . . . . .	800 00	244 79	705 15	1,749 94	-	1,749 94	15,595 31	-	\$2,000 00	\$84 84	352 27
Dighton, . . . . .	-	-	311 76	311 76	-	311 76	5,657 83	-	100,000 00	7,727 48	191 55
Easton, . . . . .	-	-	1,489 46	1,489 46	-	1,489 46	21,489 71	-	7,500 00	7,727 48	796 08
Fairhaven, . . . . .	-	-	608 85	608 85	-	608 85	17,489 72	-	50,000 00	801 59	521 60
Fall River, . . . . .	48,561 59	1,141 92	19,933 55	69,637 06	-	69,637 06	403,089 71	-	50,000 00	2,513 16	-
Free town, . . . . .	-	-	372 13	372 13	-	372 13	3,692 38	-	-	-	223 28
Mansfield, . . . . .	6,347 94	-	762 18	7,110 12	-	7,110 12	23,656 72	-	-	-	565 13
New Bedford, . . . . .	124,018 21	2,866 64	9,281 51	136,166 36	-	136,166 36	387,517 25	-	51,000 00	3,060 00	889 49
No. Attleborough, . . . . .	-	1,314 00	1,116 43	2,430 43	-	2,430 43	32,924 75	-	-	-	1,183 66
Norton, . . . . .	-	-	539 53	539 53	-	539 53	7,332 44	-	-	-	396 26
Raynham, . . . . .	-	-	304 49	304 49	-	304 49	3,113 17	-	-	-	127 81
Rehoboth, . . . . .	-	-	183 29	183 29	-	183 29	5,384 80	-	-	-	389 57
Seekonk, . . . . .	-	246 00	222 57	468 57	-	468 57	3,332 60	-	8,476 00	339 04	363 73
Somerset, . . . . .	1,146 88	297 88	148 41	1,592 17	-	1,592 17	9,026 24	-	-	-	106 50
Swansea, . . . . .	3,423 42	530 05	178 78	4,132 25	-	4,132 25	9,537 40	-	-	-	349 04
Taunton, . . . . .	26,947 00	-	6,467 13	33,414 13	-	33,414 13	149,527 40	-	-	-	-
Westport, . . . . .	180 00	291 50	377 18	808 68	-	808 68	8,167 29	-	-	-	527 60
Totals, . . . . .	\$221,699 24	\$9,743 07	\$48,806 51	\$280,248 82	-	\$280,248 82	\$1,186,291 25	\$218,976 00	\$14,026 11	-	\$9,337 33

## DUKES COUNTY — CONTINUED.

Chilmark, . . .	-	\$31 81	-	\$31 81	\$685 33	-	-	-	\$97 67
Cottage City, . . .	-	67 32	\$122 41	189 73	4,539 40	-	-	-	86 65
Edgartown, . . .	-	252 79	47 61	300 40	3,400 73	-	-	-	6 00
Gay Head, . . .	-	-	-	-	128 00	-	-	-	-
Gosnold, . . .	-	-	-	-	75 00	-	-	-	-
Tisbury, . . .	-	-	52 47	52 47	3,169 93	-	-	-	118 62
West Tisbury, . . .	-	-	-	-	680 39	-	-	-	-
Totals, . . .	-	\$351 92	\$222 49	\$574 41	\$12,676 78	-	-	-	\$308 84

## BOARD OF EDUCATION.

## BRISTOL COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1906.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Acushnet.	\$957 29	\$300 00	1	1	2	29	-	-	-	-
Attleborough.	938 20	740 82	-	-	-	-	-	-	-	-
Berkley.	-	100 00	-	-	-	-	-	-	-	-
Dartmouth.	1,176 39	-	-	-	-	-	-	-	-	-
Dighton.	-	5,500 00	-	-	-	-	-	-	-	-
Easton.	-	-	-	-	-	-	-	-	-	-
Fairhaven.	-	-	-	-	-	-	-	-	-	-
Fall River.	-	-	-	-	-	-	-	-	-	-
Freetown.	957 29	-	-	-	-	5,421	-	\$3,345 00	-	-
Mansfield.	-	-	-	-	-	-	-	-	-	-
New Bedford.	-	-	1	61	8	2,833	\$8,400 00	4,025 00	-	-
North Attleborough.	-	255 00	1	115	-	-	10,000 00	-	\$825,000 00	\$23,500 00
Norton.	1,176 89	-	-	-	-	-	-	-	-	-
Raynham.	1,176 89	-	-	-	-	-	-	-	-	-
Rehoboth.	1,176 89	-	-	-	-	-	-	-	-	-
Seekonk.	675 83	-	-	-	-	-	-	-	-	-
Somerset.	1,028 39	-	-	-	-	-	-	-	-	-
Swansea.	807 80	62 15	-	-	-	-	-	-	-	-
Taunton.	-	300 00	1	54	1	785	1,979 00	-	8,500 00	425 00
Wentport.	807 30	30 00	1	-	-	-	-	-	-	-
Totals.	\$10,876 16	\$7,287 97	3	230	27	9,068	\$20,379 00	\$7,370 00	\$883,500 00	\$23,925 00

## SCHOOL RETURNS..

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**DUKES COUNTY — CONCLUDED.**

Chilmark,	.	\$1,025 84	-	-	-	-	-	-	-	-
Cottage city,	.	150 00	-	-	-	-	-	-	-	-
Edgartown,	.	967 29	-	-	-	-	-	-	-	-
Gay Head,	.	1,157 29	-	-	-	-	-	-	-	-
Gonold,	.	800 00	-	-	-	-	-	-	-	-
Tisbury, .	.	807 30	-	-	-	-	-	-	-	-
West Tisbury,	.	1,025 83	-	-	-	-	-	-	-	-
Totals,	.	\$5,623 55	-	-	-	-	-	-	-	-



## ESSEX COUNTY.

TOWNS AND CITIES.	Population—State Census of 1906.	Valuation—May 1, 1906.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1906.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.							
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.		
Amesbury,	8,840	\$5,346,227	26	1,640	1,133	1,181	5	117	117	790	1,057	1,001	.95
Andover,	6,632	5,902,668	32	1,211	891	1,334	99	138	138	806	1,152	1,067	.92
Beverly,	15,223	20,815,175	60	2,651	1,906	3,116	-	387	387	1,831	2,670	2,462	.93
Boxford,	665	1,091,737	7	103	79	101	1	2	2	79	76	73	.86
Danvers,	9,063	6,341,280	35	1,334	972	1,640	6	213	213	1,104	1,473	1,373	.93
Essex,	1,790	1,066,153	9	357	259	366	4	32	32	252	346	316	.91
Georgetown,	1,840	984,905	8	296	210	263	63	608	608	214	267	244	.92
Gloucester,	26,011	21,393,396	106	4,697	3,288	5,032	-	51	51	3,090	4,599	4,428	.96
Gloucester,	2,401	1,055,941	13	390	270	460	-	12	12	288	424	392	.92
Hamilton,	1,646	2,924,030	8	286	201	287	-	660	660	190	242	225	.93
Hamilton,	37,830	26,964,866	143	6,636	4,674	5,885	207	101	101	3,623	5,288	4,818	.92
Ipswich,	6,205	3,857,936	20	901	624	883	18	101	101	600	792	729	.92
Lawrence,	70,060	46,235,468	182	12,646	9,080	8,409	96	519	519	6,106	7,574	7,136	.94
Lynn,	77,042	56,157,073	222	11,836	8,590	11,844	-	943	943	7,062	9,685	8,969	.93
Lynnfield,	797	718,707	4	118	80	115	-	3	3	81	97	89	.92
Manchester,	2,618	10,927,392	10	462	324	449	-	66	66	276	405	383	.95
Marblehead,	7,209	7,193,325	28	1,125	833	1,335	70	140	140	767	1,239	1,142	.92
Merrimac,	1,884	1,204,832	11	321	246	408	4	62	62	249	367	345	.94
Methuen,	8,676	6,178,137	36	1,660	1,211	1,571	15	102	102	1,089	1,424	1,330	.93
Middleton,	1,068	717,433	3	157	127	160	-	2	2	120	131	118	.90
Nahant,	922	5,628,283	5	125	98	146	-	25	25	175	131	113	.87
Newbury,	1,480	1,225,767	6	200	161	230	2	4	4	175	204	184	.90
Newburyport,	14,675	10,889,592	45	2,421	1,745	2,207	2	273	273	1,745	2,020	1,866	.92
North Andover,	4,614	4,462,302	25	684	574	888	5	74	74	598	809	764	.94
Peabody,	13,098	8,924,964	45	2,423	1,689	2,073	9	205	205	1,343	1,876	1,730	.92

Rockport, . . . . .	4,447	3,051,252	19	834	592	844	2	56	579	802	774	.96
Rowley, . . . . .	1,388	741,915	8	242	163	210	-	2	161	196	178	.91
Salem, . . . . .	37,627	28,252,544	121	6,332	5,030	5,283	262	644	2,925	4,683	4,292	.91
Salisbury, . . . . .	1,622	847,445	8	275	228	269	2	10	226	228	203	.89
Saugus, . . . . .	6,253	4,555,686	29	1,301	941	1,490	6	132	1,021	1,294	1,173	.91
Swampscott, . . . . .	5,141	8,147,627	19	753	627	635	8	73	567	772	717	.93
Topsfield, . . . . .	1,096	1,015,930	4	116	79	133	-	9	97	123	108	.88
Wenham, . . . . .	924	2,054,850	5	164	118	145	2	2	109	134	128	.96
West Newbury, . . . . .	1,406	1,047,766	10	223	174	253	1	18	207	223	205	.92
Totals, . . . . .	381,181	\$306,812,624	1,312	65,269	47,117	59,890	878	5,692	38,349	52,773	49,076	.93

## ESSEX COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.						LENGTH OF SCHOOLING.		HIGH SCHOOLS.					
	NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		No. of teachers who have graduated from normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Expenditures for high school support.
	Men.	Women.	In high schools.	In elementary schools.										
2	33	8	-	15	\$125 00	\$44 42	250	291-10	9-12	1	8	248	10	\$7,070 00
2	40	6	2	20	131 58	57 75	600	65-10	9-2	1*	7	119	9-10	7,789 70
7	78	18	2	40	125 71	53 95	600	65-10	10	1	17	462	10	25,002 03
1	5	-	-	4	54 00	49 00	65-10	65-10	9-7	1	1	11	9	1,210 00
4	41	7	4	17	113 75	47 77	327	79-7	9-7	1	9	234	9-11	9,806 10
1	11	4	-	3	92 00	37 00	79-7	79-7	8-16	1	4	59	9-15	2,800 00
-	9	-	-	8	-	31 60	72	72	9	1†	3	43	10	4,760 00
6	126	13	1	21	146 00	44 33	1,012-6	1,012-6	9-11	1	16	421	9-9	14,430 00
1	14	3	-	11	100 00	34 71	114-10	114-10	8-16	1	3	67	9-15	2,550 00
9	14	3	-	2	-	47 03	74-2	74-2	9-6	1	-	-	-	-
12	173	14	-	45	131 23	61 45	1,394-5	1,394-5	9-15	1	21	541	9-15	23,700 00
1	22	4	2	5	180 00	43 00	191	191	9-11	1	4	103	9-13	4,865 00
18	245	17	7	45	140 59	50 88	1,765-8	1,765-8	9-14	1	24	649	9-15	30,967 63
-	249	23	4	85	162 31	61 01	2,220	2,220	10	2	33	873	10	51,727 80
4	-	-	-	2	-	40 45	37-5	37-5	9-6	-	-	-	-	-
12	Manchester,	4	-	8	125 00	57 50	95-14	95-14	9-11	1	4	76	9-13	4,930 00
36	Marblehead,	1	1	17	130 00	47 53	279-17	279-17	9-19	1	6	135	10	5,750 00
2	Merrimac,	2	1	3	87 50	40 15	105	105	9-10	1	3	70	10	2,555 00
4	Methuen,	4	3	22	115 00	46 93	326-9	326-9	9-2	1	6	104	9-13	6,163 69
3	Middleton,	-	-	1	-	44 00	30	30	10	-	-	-	-	-
6	Nahant,	2	1	2	145 94	58 01	46-5	46-5	9-5	1	2	14	9-5	2,500 00
7	Newbury,	-	-	1	-	40 80	57-18	57-18	9-11	-	-	-	-	-
51	Newburyport,	5	-	3	138 00	48 17	450	450	10	1	11	299	10	12,800 00
25	North Andover,	4	2	11	90 55	44 38	228-10	228-10	9-10	1	4	94	10	3,850 00
4	Peabody,	4	-	30	135 00	53 34	427-10	427-10	9-10	1	9	238	9-8	10,639 62

## SCHOOL RETURNS.

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	1	21	1	-	18	100 00	41 22	170-1	8-19	1	3	100	9-11
Rockport,	.												
Rowley, .	.	131	1	6	8	100 00	38 00	67-18	8-9	1	-	569	9-6
Salem, .	12	18	15	5	99	167 27	57 71	1,125-5	9-5	1	19	559	-
Salisbury,	.				1	8	37 25	71-6	8-18	-	-	-	24,854 81
Saugus, .	1	35	5	2	18	140 00	47 80	262-16	9-1	1	5	116	9-14
Swampscott,	1	23	4	-	11	180 00	62 27	179-11	9-9	1	5	100	9-12
Topsfield,	1	5	2	-	4	80 00	36 60	36	9	1	2	24	9-15
Wenham,	.	6	3	1	3	39 00	46-4	46-4	9-5	-	-	-	1,283 00
West Newbury,	.	10	3	1	3	69 00	36 44	85	8-10	1	2	24	9-12
Totals, .	118	1,666	179	35	581	\$135 63	\$52 56	12,635-7	9-12	28	231	5,784	9-14 \$277,339 78

**\* Punchard Free School.**

**† Barker Free School.**

**Perley Free School.**

## ESSEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Amesbury, . . .	\$16,844 38	\$298 56	\$2,933 04	\$23 50	\$1,800 00	\$1,370 72	\$1,006 28	\$24,276 48	\$242 00	\$24,034 48
Andover, . . .	24,652 80	1,279 29	4,838 43	-	1,900 00	1,834 88	568 00	34,963 20	3,164 12	31,799 08
Beverly, . . .	69,250 60	2,038 74	12,192 73	1,265 67	2,200 00	4,184 87	1,729 35	82,862 16	-	82,862 16
Boxford, . . .	2,619 23	-	397 66	67 17	1,175 00	203 43	134 24	3,596 72	1,985 41	1,611 31
Danvers, . . .	24,116 25	985 00	5,015 92	141 20	1,540 00	2,700 10	1,288 38	35,785 85	640 22	35,145 63
Essex, . . .	4,650 50	241 60	1,065 79	70 00	310 00	969 51	272 70	7,690 00	1,403 30	6,286 70
Georgetown, . . .	3,611 75	859 50	1,835 53	6 25	600 00	5,277 83	120 06	6,496 99	1,403 30	5,093 69
Gloucester, . . .	65,171 00	2,000 00	17,804 50	1,360 00	2,300 00	6,277 83	1,706 52	95,621 85	-	95,621 85
Groveland, . . .	6,227 40	-	1,496 34	145 00	600 00	668 72	187 36	9,324 82	1,595 31	7,729 51
Hamilton, . . .	6,619 96	851 88	768 68	198 00	310 00	428 43	135 04	9,309 98	307 00	9,002 98
Haverhill, . . .	116,133 64	1,608 20	19,666 03	1,315 43	2,500 00	12,887 49	6,006 73	169,617 42	607 00	169,010 42
Ipswich, . . .	11,163 00	653 00	1,469 06	154 00	771 85	1,197 20	1,007 21	16,616 52	2,821 50	13,795 02
Lawrence, . . .	181,376 80	-	31,668 80	3,066 66	3,000 00	12,865 99	6,084 82	216,962 07	-	216,962 07
Lynn, . . .	190,219 59	-	32,955 34	4,752 30	2,772 79	15,597 09	4,596 67	250,893 78	1,034 62	249,859 16
Lynnfield, . . .	2,703 00	200 00	548 50	60 00	1,190 00	100 31	59 11	3,860 92	1,049 79	2,811 13
Manchester, . . .	10,073 75	990 00	1,902 83	-	1,621 10	1,484 07	1,117 40	17,189 15	-	17,189 15
Marblehead, . . .	18,381 79	177 16	3,820 23	50 00	946 00	1,754 51	856 14	25,984 83	-	25,984 83
Merrimac, . . .	6,432 48	166 78	1,442 97	165 00	750 00	1,586 16	464 59	10,066 96	2,348 33	7,718 63
Methuen, . . .	22,325 57	100 00	6,502 11	78 80	1,200 00	1,783 27	1,483 31	33,483 06	786 50	32,696 56
Middleton, . . .	1,911 50	779 00	394 69	108 00	150 00	1,187 75	92 35	3,623 29	1,423 24	2,200 05
Nahant, . . .	5,030 64	-	1,390 96	275 00	-	563 96	248 02	7,408 59	-	7,408 59
Nashua, . . .	2,978 45	954 70	961 85	75 00	356 60	460 80	180 96	2,107 20	1,559 26	4,399 10
Newbury, . . .	31,120 71	-	6,262 30	650 00	1,200 00	2,107 20	686 29	42,038 35	2,453 45	39,584 90
Newburyport, . . .	14,034 26	-	3,876 24	237 75	775 00	1,418 38	221 75	20,563 38	-	20,563 38
North Andover, . . .	31,775 83	504 00	6,700 54	685 28	1,720 00	3,861 11	1,171 69	46,408 55	189 00	46,219 55

## SCHOOL RETURNS.

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Rockport, . . .	10,584 00	-	2,087 01	54 10	980 00	1,127 21	508 62	15,290 94	-	15,290 94
Rowley, . . .	3,077 25	-	670 67	92 71	300 00	214 80	284 90	4,620 43	1,636 36	2,984 07
Salem, . . .	92,511 66	225 00	16,412 91	2,010 00	2,600 00	7,494 96	1,093 86	129,748 89	-	129,748 89
Salisbury, . . .	2,892 25	519 25	476 37	160 30	315 75	349 20	147 17	4,860 29	947 26	3,913 03
Saugus, . . .	18,399 37	-	5,107 22	125 00	1,000 00	2,602 79	970 35	28,104 73	399 50	27,705 23
Swampscott, . . .	16,305 02	-	3,933 17	835 00	-	2,290 44	105 65	23,979 28	-	23,979 28
Topsfield, . . .	2,620 00	456 25	383 44	40 00	300 00	186 15	87 05	4,072 89	1,083 74	2,989 15
Wenham, . . .	3,411 70	268 20	328 31	134 20	310 00	234 28	65 00	4,767 67	341 50	4,426 17
West Newbury, . . .	4,536 75	282 25	692 14	119 50	664 00	383 43	9 50	6,687 57	1,836 80	4,850 77
Totals, . . .	\$1,000,160 87	\$16,353 26	\$196,770 29	\$18,518 82	\$35,957 09	\$69,810 04	\$34,779 06	\$1,392,351 43	\$31,409 09	\$1,360,942 34

## ESSEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxa- tion.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools, that is, for all school purposes.	LOCAL FUNDS WHOSE IN- COME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school- houses.	Alterations and perma- nent repairs.	Ordinary re- pairs.					Principal.	Income.	
Amesbury, . . . . .	-	\$2,300 00	\$906 10	\$3,206 10	-	\$3,206 10	\$27,240 58	\$77,003 00	\$3,526 62	-
Andover, . . . . .	\$4,000 00	1,891 88	870 32	6,762 20	-	6,762 20	38,561 28	3,000 00	134 04	\$437 77
Beverly, . . . . .	24,768 07	20,233 09	3,779 69	48,810 85	-	48,810 85	131,673 01	3,400 00	121 63	-
Boxford, . . . . .	-	-	138 07	138 07	-	138 07	1,749 38	-	-	-
Danvers, . . . . .	-	1,330 02	392 56	1,722 58	-	1,722 58	36,868 21	-	-	1,970 29
Essex, . . . . .	2,800 00	814 05	389 58	1,203 63	-	1,203 63	7,079 74	-	-	127 85
Georgetown, . . . . .	-	77 68	-	2,877 68	-	2,877 68	7,970 37	-	-	220 37
Gloucester, . . . . .	3,900 00	5,015 74	11,046 85	19,962 59	-	19,962 59	115,584 44	13,000 00	132 99	1,054 63
Groveland, . . . . .	-	-	599 54	599 54	-	599 54	8,329 05	-	-	-
Hamilton, . . . . .	-	-	184 84	184 84	-	184 84	9,157 82	-	-	388 66
Haverhill, . . . . .	19,320 00	3,132 66	6,887 87	29,340 53	\$507 00	28,833 53	187,943 96	6,020 00	258 00	-
Ipswich, . . . . .	-	2,053 14	1,157 00	3,210 14	-	3,210 14	16,803 96	75,934 00	2,821 60	404 46
Lawrence, . . . . .	66,464 73	1,304 35	14,467 51	82,236 59	-	82,236 59	299,188 66	-	-	-
Lynn, . . . . .	25,000 00	2,216 59	9,506 77	36,723 36	-	36,723 36	246,582 52	-	-	-
Lynnfield, . . . . .	-	274 39	47 14	321 53	-	321 53	3,132 66	-	-	-
Malden, . . . . .	42,300 00	653 90	-	42,953 90	-	42,953 90	60,143 05	-	-	-
Marblehead, . . . . .	-	-	1,027 70	1,027 70	-	1,027 70	27,012 53	-	-	-
Merrimac, . . . . .	-	-	552 10	552 10	-	552 10	8,210 75	-	-	126 22
Methuen, . . . . .	-	546 87	1,311 45	1,858 32	-	1,858 32	34,604 88	-	-	973 06
Middleton, . . . . .	-	-	131 52	121 52	-	121 52	2,821 57	-	-	129 12
Nahant, . . . . .	15,065 08	-	-	15,065 08	-	15,065 08	22,463 67	-	-	-
Newbury, . . . . .	-	-	223 51	223 51	-	223 51	4,622 61	-	-	210 00
Newburyport, . . . . .	-	90 00	500 00	590 00	-	590 00	40,173 05	15,250 00	685 00	-
North Andover, . . . . .	2,479 10	-	2,339 78	4,818 88	-	4,818 88	25,382 26	4,000 00	186 94	-
Peabody, . . . . .	7,000 00	-	3,131 07	10,131 07	-	10,131 07	56,350 62	1,963 25	71 01	1,213 33

# SCHOOL RETURNS.

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Rockport, . . .	-	379 42	461 42	-	461 42	15,762 36	-	-	-
Rowley, . . .	11,650 56	65 59	11,690 80	-	11,690 80	14,674 87	-	-	-
Salem, . . .	-	6,288 87	7,786 87	-	7,786 87	137,635 26	5,425 00	217 00	1,762 85
Salisbury, . . .	-	432 51	432 51	-	432 51	4,345 54	-	-	-
Saugus, . . .	22,149 31	484 69	22,634 00	-	22,634 00	50,339 23	-	-	-
Swampscott, . . .	25,414 17	616 90	26,283 19	-	26,283 19	52,262 47	1,469 12	49 96	-
Topsfield, . . .	-	24 60	24 60	-	24 60	3,013 66	-	-	111 28
Wenham, . . .	-	108 95	108 95	-	108 95	4,635 12	-	-	225 62
West Newbury, . . .	-	126 83	126 83	-	126 83	4,977 60	-	-	-
Totals, . . .	\$272,231 02	\$68,027 23	\$386,151 38	\$507 00	\$385,644 38	\$1,746,586 72	\$206,466 37	\$8,204 69	\$9,355 34



## BOARD OF EDUCATION.

## ESSEX COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 28, 1906.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Amesbury,	—	—	2	—	2	649	\$66,379 50	\$612 00	\$338,142 51	\$14,231 12
Andover,	—	—	—	478	—	46	—	1,519 00	—	—
Beverly,	\$1,026 40	\$600 00	—	—	3	—	—	—	20,000 00	—
Boxford,	—	270 00	1	25	—	—	—	—	—	—
Danvers,	—	—	—	—	—	—	—	—	—	—
Essex,	807 29	—	—	—	—	—	—	—	—	—
Georgetown,	957 29	—	—	—	—	—	—	—	—	—
GloUCESTER,	—	—	—	—	2	243	—	2,000 00	—	—
Groveland,	1,026 39	—	—	—	—	—	—	—	—	—
Hamilton,	—	—	—	—	—	—	—	—	—	—
Haverhill,	—	—	1	141	5	1,952	60,000 00	—	300,000 00	—
Ipawich,	—	—	—	—	—	—	—	—	—	—
Lawrence,	—	—	—	—	10	3,912	—	—	—	—
Lynn,	—	—	—	—	6	3,040	—	—	—	—
Lynnfield,	825 84	—	—	—	—	—	—	—	—	—
Manchester,	—	—	—	—	—	—	—	—	—	—
Marblehead,	—	—	—	—	—	—	—	—	—	—
Merrimac,	1,026 39	—	—	—	1	20	—	8,000 00	—	—
Methuen,	—	—	—	—	1	55	—	300 00	—	—
Middleton,	957 29	—	—	—	—	—	—	—	—	—
Nabant,	—	—	—	—	—	—	—	—	—	—
Newbury,	1,026 39	—	1	78	3	681	—	—	—	—
Newburyport,	—	—	—	—	—	—	—	—	90,000 00	3,000 00
North Andover,	—	—	—	—	1	—	—	—	—	—
Peabody,	—	—	—	—	1	615	—	—	—	—

### SCHOOL RETURNS.

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[illegible]

## FRANKLIN COUNTY.

TOWNS AND CITIES.	Population - State Census of 1905.	Valuation - May 1, 1906.	No. of public schools.	SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.						SCHOOL CENSUS DATA SEPT. 1, 1905.					
				No. of different pupils within the year.	No. of different pupils under 6 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.	No. of different pupils in the public schools during the school year.	No. of different pupils between 5 and 15 years of age.	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.
Ashfield, . . . . .	959	\$588,280	11	183	2	30	123	158	148	.93	183	152	114	114	183
Barnardston, . . . . .	769	421,438	9	161	3	10	98	124	120	.97	161	127	102	102	161
Buckland, . . . . .	1,600	687,935	8	241	1	3	197	231	216	.94	241	127	194	194	241
Charlemont, . . . . .	1,002	388,875	9	167	1	1	122	231	140	.95	167	162	124	124	167
Colrain, . . . . .	1,780	619,496	14	327	3	7	252	307	281	.91	327	355	276	276	327
Conway, . . . . .	1,340	672,084	12	270	23	23	148	217	201	.92	270	215	148	148	270
Deerfield, . . . . .	2,112	1,476,660	13	325	11	11	221	269	242	.90	325	346	252	252	325
Erving, . . . . .	1,094	718,250	7	208	5	5	156	191	174	.91	208	176	129	129	208
Gill, . . . . .	1,023	418,109	5	149	2	1	121	122	111	.91	149	167	114	114	149
Greenfield, . . . . .	9,156	6,773,156	42	1,697	67	189	1,039	1,558	1,434	.92	1,697	1,607	1,044	1,044	1,697
Hawley, . . . . .	448	153,089	6	83	1	1	74	58	53	.91	83	66	43	43	83
Heath, . . . . .	356	154,152	6	61	4	4	55	70	64	.92	61	117	95	95	61
Leverett, . . . . .	703	302,447	4	117	2	1	95	120	98	.88	120	72	49	49	120
Leyden, . . . . .	408	203,421	6	87	3	3	61	70	62	.89	87	72	49	49	87
Monroe, . . . . .	269	151,819	4	59	2	2	43	54	49	.92	59	43	43	43	59
Montague, . . . . .	7,015	4,062,223	31	1,987	104	104	832	1,122	1,060	.94	1,987	1,000	1,000	1,000	1,987
New Salem, . . . . .	672	314,220	7	101	3	3	81	114	99	.87	101	101	84	84	101
Northfield, . . . . .	2,017	1,238,125	8	263	25	25	183	225	204	.91	263	263	175	175	263
Orange, . . . . .	6,578	3,428,900	23	1,075	212	212	700	1,031	948	.92	1,075	1,075	712	712	1,075
Rowe, . . . . .	533	176,015	6	84	2	2	72	71	68	.95	84	99	84	84	84
Shelburne, . . . . .	1,515	1,011,674	10	224	36	36	177	240	229	.96	224	224	177	177	224
Shutesbury, . . . . .	374	213,839	3	64	2	2	43	53	48	.90	64	64	45	45	64
Sunderland, . . . . .	910	462,608	4	121	1	1	95	112	108	.94	121	150	101	101	121

Warwick, . . . . .	627	347,390	4	124	77	120	1	6	80	100	89	.89
Wendell, . . . . .	480	242,559	5	93	76	76	-	1	63	70	66	.94
Whately, . . . . .	822	430,545	6	105	74	96	2	3	64	79	72	.92
Totals, . . . . .	43,362	\$25,654,709	260	7,539	5,388	7,601	118	688	5,195	6,905	6,382	.92

## HAMPDEN COUNTY.

Agawam, . . . . .	2,795	\$1,762,790	15	482	373	474	4	20	388	417	372	.89
Blandford, . . . . .	746	426,600	7	133	100	167	2	7	102	111	97	.87
Brimfield, . . . . .	894	401,273	7	145	102	149	4	3	125	121	107	.89
Chester, . . . . .	1,366	640,507	11	241	190	309	6	24	190	254	233	.92
Chicopee, . . . . .	20,191	10,071,770	72	3,644	2,663	2,696	86	162	1,710	2,356	2,135	.91
East Longmeadow, . . . . .	1,327	534,759	9	311	223	363	1	8	283	289	260	.90
Granville, . . . . .	865	492,918	9	150	115	185	-	11	129	162	138	.91
Hampden, . . . . .	561	373,189	6	98	72	120	-	4	89	101	93	.92
Holland, . . . . .	161	84,202	1	18	17	21	-	1	18	17	16	.86
Holyoke, . . . . .	49,834	41,723,460	140	10,385	7,449	6,802	391	550	4,339	5,909	5,419	.91
Longmeadow, . . . . .	964	1,215,172	5	203	155	162	-	3	133	138	123	.89
Ludlow, . . . . .	3,881	2,667,243	20	620	491	692	3	31	498	574	525	.91
Monson, . . . . .	4,344	1,698,168	23	644	452	754	5	114	527	682	631	.93
Montgomery, . . . . .	269	143,335	5	48	32	53	1	3	38	42	36	.86
Palmer, . . . . .	7,755	3,283,299	27	1,229	876	1,249	15	119	840	1,107	1,045	.94
Russell, . . . . .	1,083	613,734	7	178	131	188	5	1	107	126	111	.88
Southwick, . . . . .	1,048	688,490	10	187	148	207	3	9	162	180	162	.90
Springfield, . . . . .	73,640	80,904,477	273	12,101	8,572	13,161	838	1,142	7,859	11,183	10,300	.92
Tolland, . . . . .	274	171,314	2	46	25	38	-	3	30	23	20	.87
Wales, . . . . .	645	280,074	4	122	98	120	2	-	84	98	87	.90
Westfield, . . . . .	13,611	8,725,433	58	2,285	1,555	2,308	82	283	1,443	2,057	1,891	.92
West Springfield, . . . . .	8,101	5,767,365	41	1,573	1,092	1,812	86	104	1,085	1,575	1,435	.91
Wilbraham, . . . . .	1,708	1,068,771	13	250	183	271	4	13	185	243	227	.93
Totals, . . . . .	196,013	\$163,486,342	765	35,093	25,114	32,261	1,538	2,696	20,314	27,755	25,462	.91

## FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.										LENGTH OF SCHOOLING.			HIGH SCHOOLS.			
	NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		No. of teachers who have graduated from normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the year.	Average No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Expenditures for high school support.			
			In high schools.	In elementary schools.													
	Men.	Women.	3	-	2	\$80 00	\$29 38	96-10	8-15	1	3	30	10	\$1,396 26			
Ashfield, . . . . .	1	13	3	-	2	90 00	36 00	62-8	8-14	1*	2	30	10	1,749 47			
Barnardston, . . . . .	1	6	2	-	2	-	39 50	68-18	8-12	-	-	-	-	-			
Buckland, . . . . .	1	9	3	-	3	-	34 40	73	8-2	-	-	-	-	-			
Charlemont, . . . . .	-	17	-	1	1	-	30 21	124-10	8-18	-	-	-	-	-			
Colrain, . . . . .	-	19	-	1	2	-	27 84	98	8-3	1	2	33	10	1,350 00			
Conway, . . . . .	1	12	2	-	2	70 00	36 62	115-12	8-18	1	4	43	9-1	3,600 51			
Deerfield, . . . . .	-	13	-	1	2	-	48 45	69-9	8-10	-	-	-	-	-			
Erving, . . . . .	-	7	-	1	2	-	40 80	43-14	8-14	-	-	-	-	-			
Gill, . . . . .	-	5	-	-	1	-	46 99	393-6	9-7	-	-	-	-	-			
Greenfield, . . . . .	2	48	6	-	30	130 00	30 65	48	8	1	7	196	9-10	8,175 95			
Hawley, . . . . .	-	6	-	-	1	-	32 20	48	8	-	-	-	-	-			
Heath, . . . . .	-	6	-	1	2	-	37 50	35-3	8-16	-	-	-	-	-			
Leverett, . . . . .	-	4	-	1	2	-	36 00	50-10	8-8	-	-	-	-	-			
Leyden, . . . . .	-	6	-	1	3	-	38 55	36	9	-	-	-	-	-			
Monroe, . . . . .	-	4	-	-	3	-	49 73	287-2	9-8	-	-	-	-	-			
Montague, . . . . .	2	38	9	-	24	115 00	33 35	60-9	8-12	2	9	160	{ 9-14 } 9-14	7,275 00			
New Salem, . . . . .	1	7	2	-	1	80 00	36 00	40 00	9	1	2	29	10	1,275 00			
Northfield, . . . . .	1	8	1	1	2	66 00	46 94	201-15	8-16	1	6	173	9-15	5,196 13			
Orange, . . . . .	1	27	5	1	13	140 00	34 00	48	8	1	-	-	-	-			
Rowe, . . . . .	-	6	-	-	1	-	89-5	28-3	8-18	-	-	-	-	-			
Shelburne, . . . . .	1	14	5	-	3	130 00	37 33	36	9	1	5	129	9-14	5,203 91			
Shutesbury, . . . . .	-	3	-	-	-	-	37 40	-	-	-	-	-	-	-			
Sunderland, . . . . .	-	5	-	-	1	-	-	-	-	-	-	-	-	-			

# SCHOOL RETURNS.

XXXX

Warwick,	.	.	.	4	-	-	1	-	37 00	36	9	-	-	-	-	-
Wendell,	.	.	.	5	-	-	1	-	32 00	40	8	-	-	-	-	-
Whately,	.	.	.	6	-	-	5	-	38 33	54	9	-	-	-	-	-
Totals,	.	.	.	288	35	7	114	\$105 09	\$40 27	2,292-12	8-16	10	40	823	9-15	\$35,222 23

## HAMPDEN COUNTY — CONTINUED.

Agawam,	.	.	.	15	-	-	10	-	\$42 83	128-15	8-11	-	-	-	-	-
Blandford,	.	.	.	7	-	-	4	-	35 14	66	8	-	-	-	-	-
Brimfield,	.	.	.	7	-	1	2	-	34 90	60-14	8-13	-	-	25	9-16	-
Chester,	.	.	.	10	-	6	6	-	37 90	98-14	9-15	1†	4	27	10	\$1,746 25
Chilcopee,	.	.	.	77	6	2	50	\$75 00	46 51	685-3	9-5	1	2	150	9-15	8,780 00
East Longmeadow,	.	.	.	9	-	-	5	180 00	43 28	82	9-2	1	7	-	-	-
Granville,	.	.	.	9	-	-	3	-	35 77	83-5	9-5	-	-	-	-	-
Hampden,	.	.	.	6	-	-	2	-	34 00	57	9-10	-	-	-	-	-
Holland,	.	.	.	1	-	-	1	-	48 00	8-13	8-13	-	-	-	-	-
Holyoke,	.	.	.	171	23	8	68	137 22	61 25	1,354-7	9-13	1	24	668	9-13	36,184 80
Longmeadow,	.	.	.	5	-	-	5	-	47 52	48-19	9-16	-	-	-	-	-
Ludlow,	.	.	.	21	2	-	13	80 00	43 00	176	8-16	1	2	22	9-12	1,644 97
Monson,	.	.	.	28	6	2	3	100 00	39 50	199-14	8-13	1§	7	103	9-14	2,686 80
Montgomery,	.	.	.	5	-	-	3	-	34 40	45	9	-	-	-	-	-
Palmer,	.	.	.	30	5	2	12	102 00	44 99	252-10	9-7	1	5	123	9-10	4,586 15
Russell,	.	.	.	7	-	-	5	-	34 35	68	9-14	-	-	-	-	-
Southwick,	.	.	.	10	-	-	4	-	37 20	85-9	8-11	-	-	-	-	-
Springfield,	.	.	.	329	35	31	205	165 37	63 04	2,648-1	9-14	2	50	1,155	{ 9-11 } { 9-11 }	79,516 48
Tolland,	.	.	.	2	-	-	-	-	37 00	17-10	8-15	-	-	-	-	-
Wales,	.	.	.	2	-	1	-	40 00	40 00	34-2	8-11	-	-	-	-	-
Westfield,	.	.	.	63	9	4	44	169 42	54 10	557-5	9-12	1	11	284	9-17	15,500 00
West Springfield,	.	.	.	41	4	1	26	94 37	46 51	374-15	9-3	1	6	176	9-14	7,575 69
Wilbraham,	.	.	.	13	-	1	9	-	41 00	117	9	-	-	-	-	-
Totals,	.	.	.	868	91	53	494	\$141 96	\$54 93	7,216-16	9-8	11	118	2,723	9-14	\$188,180 24

\* Powers Institute.

† Deerfield Academy and Dickinson High School.

‡ Hitchcock Free Academy.

§ Monson Academy.

## FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent and assistants.	Text-books and school supplies.	School sundries.			
Ashfield.	\$3,708 00	\$101 50	\$211 55	\$57 75	\$625 00	\$311 70	\$1 00	\$5,016 50	\$2,420 37	\$2,596 13
Barnardston.	3,043 00	731 70	370 46	98 00	360 00	260 97	81 69	4,946 82	2,377 89	2,567 93
Buckland.	4,266 00	502 83	501 76	40 00	450 00	228 53	50 25	6,039 87	2,484 27	3,555 10
Charlton.	2,540 00	430 00	214 25	54 00	447 65	156 07	995 92	4,837 89	2,467 96	2,369 93
Colrain.	4,985 00	601 75	313 87	123 65	600 00	377 83	41 86	7,023 98	2,662 12	4,361 84
Conway.	3,462 47	315 37	806 84	77 50	479 40	186 36	180 01	5,807 95	1,554 18	3,953 77
Deerfield.	4,762 25	1,660 50	881 80	100 40	629 12	510 40	128 04	8,672 61	1,331 21	7,341 40
Erving.	3,597 33	414 29	686 34	41 75	552 64	300 46	42 52	5,645 33	1,377 09	4,268 24
Gill.	2,347 50	327 50	189 04	45 00	318 00	136 55	29 55	3,388 14	1,900 60	1,492 54
Greenfield.	26,982 50	1,702 20	6,233 91	100 00	2,000 00	2,656 72	2,013 78	41,739 11	1,022 25	40,716 86
Hawley.	1,596 00	122 10	72 26	31 10	272 40	143 12	203 87	2,440 85	1,709 03	731 82
Heath.	1,126 00	621 80	50 03	75 25	230 38	104 14	44 02	2,151 62	1,417 43	734 19
Leverett.	1,852 40	571 12	100 38	57 25	315 79	111 63	8 75	3,017 32	1,339 24	1,678 08
Leyden.	1,920 00	50 00	121 46	36 50	318 00	94 11	16 94	2,557 01	1,682 29	874 72
Monroe.	1,286 00	—	231 83	31 86	183 42	44 39	87 00	1,673 60	1,134 59	738 91
Montague.	19,633 61	2,673 89	4,634 19	129 76	1,728 26	2,600 20	1,141 32	32,539 22	2,727 70	31,811 52
New Salem.	3,166 50	351 25	181 36	—	571 44	108 94	15 00	4,394 49	2,363 62	2,030 87
Northfield.	3,730 56	441 20	725 54	5 30	632 00	368 81	100 73	5,994 14	1,211 88	4,782 26
Orange.	13,779 27	2,664 00	3,353 28	50 00	1,600 00	2,035 13	403 49	23,895 17	—	23,895 17
Roxe.	1,528 00	141 00	93 50	2 50	239 78	168 33	208 60	2,399 71	1,419 26	980 45
Shelburne.	5,144 00	217 00	658 94	53 00	450 00	348 78	57 69	6,929 31	2,410 64	4,518 67
Shutesbury.	1,097 00	487 63	49 51	47 00	236 84	141 22	29 07	2,068 27	1,313 66	774 61
Sunderland.	2,622 00	1,284 72	447 40	44 00	260 86	183 19	46 76	4,797 92	2,369 20	2,438 72

## SCHOOL RETURNS.

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## HAMPDEN COUNTY — CONTINUED.

Warwick, . . .	1,472 82	1,306 00	153 75	16 00	318 00	48 14	23 56	3,337 27	1,503 14	1,834 13
Wendell, . . .	1,431 75	331 70	83 75	33 00	394 74	51 75	27 31	2,353 90	1,504 65	849 25
Whately, . . .	2,467 50	240 00	159 25	100 00	214 68	316 24	117 36	3,615 03	1,920 31	1,694 72
Totals, . . .	\$123,436 46	\$15,190 05	\$21,586 35	\$1,450 56	\$14,446 40	\$11,991 71	\$6,094 88	\$197,186 41	\$43,614 58	\$153,681 83

Agawam, . . .	\$7,856 97	\$456 45	\$1,440 37	\$153 50	\$699 56	\$564 79	\$57 96	\$11,229 60	\$1,474 16	\$9,755 44
Blandford, . . .	2,309 00	424 53	133 00	-	386 21	129 18	31 97	3,413 89	1,631 46	1,782 43
Brimford, . . .	2,632 00	289 80	235 05	46 25	450 00	179 12	7 00	3,839 22	1,552 59	2,286 63
Chester, . . .	4,393 25	268 50	647 19	-	665 59	675 98	-	6,650 51	2,306 24	4,344 27
Chicopee, . . .	41,566 48	1,865 12	9,859 08	750 00	2,000 00	2,892 36	1,424 63	60,087 65	3,323 44	59,983 15
East Longmeadow, . . .	5,278 52	-	717 29	117 80	429 32	483 83	130 27	7,187 03	3,323 44	3,833 59
Granville, . . .	2,896 20	323 35	188 79	50 00	450 00	171 10	29 99	4,109 43	1,789 77	2,319 66
Hampden, . . .	2,827 10	55 08	313 63	106 50	319 62	242 58	42 73	3,407 24	1,595 23	1,812 01
Holland, . . .	464 50	235 00	36 40	18 50	77 50	36 41	-	868 31	653 31	215 00
Holyoke, . . .	138,261 48	467 00	27,701 65	3,550 00	2,933 34	7,215 28	9,444 87	189,573 62	-	189,573 62
Longmeadow, . . .	4,778 00	299 75	605 28	20 00	236 68	223 58	63 86	6,227 15	1,736 61	4,490 54
Longwood, . . .	10,164 61	389 00	2,375 80	353 00	900 40	1,015 16	571 54	15,799 51	1,356 69	14,442 82
Monson, . . .	11,269 20	344 35	1,400 15	156 00	1,080 00	994 57	126 04	16,340 31	2,403 49	12,936 82
Montgomery, . . .	1,777 71	85 00	60 00	-	221 24	1,569 57	23 52	2,213 63	1,564 48	649 16
Palmer, . . .	16,200 38	1,247 60	3,756 87	-	1,911 15	1,569 57	1,324 92	26,010 39	4,200 09	25,810 30
Russell, . . .	2,566 70	277 90	241 55	3 00	357 04	213 92	19 65	3,679 76	1,360 26	2,319 50
Southwick, . . .	3,896 00	-	342 00	96 00	450 00	212 34	19 02	5,016 43	2,624 43	2,391 00
Springfield, . . .	285,019 67	864 20	64,887 56	6,804 42	6,199 96	30,616 95	6,428 75	400,821 51	8,103 36	392,718 15
Tolland, . . .	697 00	495 60	40 50	57 00	300 00	76 31	-	1,686 41	1,002 89	683 52
Wales, . . .	1,553 00	267 00	204 95	-	231 25	67 37	78 43	2,402 00	1,353 50	1,048 50
Westfield, . . .	42,607 98	2,206 00	7,771 33	175 00	2,141 65	4,151 64	1,986 67	61,042 27	7,628 06	53,514 21
West Springfield, . . .	24,284 01	394 25	5,635 84	68 00	1,686 66	1,799 26	314 46	34,162 48	2,089 25	32,073 23
Wilbraham, . . .	5,699 57	-	925 15	109 32	703 06	1,053 18	24 96	8,515 23	1,917 81	6,597 42
Totals, . . .	\$618,499 33	\$11,255 38	\$129,509 48	\$12,634 29	\$24,780 23	\$54,370 64	\$22,153 23	\$873,202 58	\$47,891 62	\$825,310 96



FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Ashfield, . . . . .	-	-	\$17 85	\$17 85	\$17 85	-	\$2,596 13	\$900 00	\$54 00	\$51 95
Barnardston, . . . . .	-	-	87 52	87 52	87 52	\$87 52	2,655 45	15,973 35	560 82	69 25
Buckland, . . . . .	-	-	243 26	243 26	243 26	243 26	3,798 36	-	-	61 36
Charlemont, . . . . .	-	\$162 71	-	162 71	162 71	162 71	2,632 64	3,600 00	111 48	55 23
Cohain, . . . . .	-	96 15	-	96 15	96 15	207 30	4,569 14	-	-	84 80
Conway, . . . . .	-	106 00	26 42	132 42	132 42	132 42	4,066 19	1,000 00	31 56	56 60
Deerfield, . . . . .	-	146 70	224 90	371 60	371 60	371 60	7,713 00	-	-	99 76
Eering, . . . . .	-	283 30	184 16	467 46	467 46	467 46	4,735 70	-	-	63 77
Gill, . . . . .	\$1,500 00	304 58	108 26	1,912 84	160 38	1,752 46	3,245 00	-	-	-
Greenfield, . . . . .	-	7,967 23	1,860 65	9,827 88	-	9,827 88	50,644 74	-	-	-
Hawley, . . . . .	-	-	121 65	121 65	-	121 65	863 47	-	-	28 29
Heath, . . . . .	-	-	116 16	116 16	-	116 16	850 35	-	-	26 72
Leverett, . . . . .	-	414 25	21 86	436 11	-	436 11	2,114 19	-	-	-
Lendon, . . . . .	-	-	125 28	125 28	-	125 28	1,000 00	-	160 38	-
Montpelier, . . . . .	-	-	8 85	20 85	-	20 85	769 76	-	-	-
Monroe, . . . . .	-	12 00	8 85	20 85	-	20 85	32,975 26	-	-	-
Montague, . . . . .	-	211 60	982 14	1,163 74	-	1,163 74	2,143 52	-	-	36 62
New Salem, . . . . .	-	-	112 65	112 65	-	112 65	6,209 10	-	-	182 08
Northfield, . . . . .	-	1,210 10	-	1,426 84	-	1,426 84	24,815 25	-	-	-
Orange, . . . . .	-	-	930 08	930 08	-	930 08	982 45	200 00	8 08	32 45
Rowe, . . . . .	-	-	2 00	2 00	-	2 00	4,863 54	14,000 00	500 00	65 09
Shelburne, . . . . .	-	-	344 87	344 87	-	344 87	778 46	-	-	7 85
Shutebury, . . . . .	-	-	3 85	3 85	-	3 85	3,711 45	-	-	-
Sunderland, . . . . .	-	1,207 13	65 60	1,272 73	-	1,272 73	-	-	-	-

# SCHOOL RETURNS.

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## HAMPDEN COUNTY — CONTINUED.

Warwick,	.	.	36 88	4 65	41 58	-	41 58	1,875 71	500 00	20 20	-
Wendell,	.	.	15 00	15 75	160 75	-	160 75	1,000 00	1,840 00	27 00	-
Whately,	.	.	536 15	205 12	741 27	-	741 27	2,435 99	-	-	-
Totals,	.	.	\$12,829 83	\$6,111 42	\$20,441 25	\$178 23	\$20,263 02	\$173,844 85	\$37,513 35	\$1,473 52	\$921 82
Agawam,	.	.	\$256 33	\$45 55	\$201 88	-	\$301 88	\$10,057 32	\$4,866 43	\$244 04	\$135 67
Blandford,	.	.	88 67	-	88 67	-	88 67	1,871 10	-	-	-
Brimfield,	.	.	289 18	57 40	346 58	-	346 58	2,633 21	379 86	-	159 45
Chester,	.	.	125 00	123 98	248 98	-	248 98	4,593 25	-	-	-
Chicopee,	.	.	18,186 77	2,322 38	16,508 15	-	16,508 15	75,461 30	-	-	-
East Longmeadow,	.	.	1,055 29	438 04	1,493 33	-	1,493 33	5,326 92	781 00	23 79	169 40
Granville,	.	.	-	118 79	118 79	-	118 79	2,438 45	-	-	82 34
Hampden,	.	.	171 01	-	171 01	-	171 01	1,983 02	-	-	106 43
Holland,	.	.	-	5 83	5 83	-	5 83	220 83	223 22	8 92	-
Holyoke,	.	.	8,981 18	-	27,347 47	-	27,347 47	216,821 09	-	-	2,287 11
Longmeadow,	.	.	75 00	66 57	141 57	-	141 57	4,632 11	-	-	-
Ludlow,	.	.	321 43	281 06	3,602 49	-	3,602 49	18,045 81	-	-	231 75
Monson,	.	.	273 60	806 86	1,080 46	-	1,080 46	14,017 28	-	-	547 08
Montgomery,	.	.	-	9 56	9 56	-	9 56	658 71	-	-	58 81
Palmer,	.	.	382 77	626 45	1,009 22	-	1,009 22	26,599 52	850 00	29 99	597 53
Russell,	.	.	-	15 68	15 68	-	15 68	2,335 18	-	-	60 90
Southwick,	.	.	-	50 92	50 92	-	50 92	2,441 92	-	-	188 50
Springfield,	.	.	-	18,216 94	276,162 99	\$379 27	274,783 72	667,501 87	15,618 03	763 20	-
Tolland,	.	.	867 46	-	867 46	-	867 46	1,530 98	-	-	63 52
Wales,	.	.	-	-	-	-	-	1,048 50	-	-	98 55
Westfield,	.	.	5,000 00	2,584 61	8,084 61	-	8,084 61	61,598 82	-	-	-
West Springfield,	.	.	2,413 86	2,263 00	2,676 86	-	2,676 86	34,750 09	14,339 06	780 25	1,306 00
Wilbraham,	.	.	-	525 04	10,703 27	-	10,703 27	17,300 69	1,306 40	78 50	206 99
Totals,	.	.	\$33,986 55	\$26,558 66	\$349,035 75	\$379 27	\$348,656 51	\$1,173,967 47	\$38,314 99	\$1,930 69	\$6,300 08
	.	.	\$288,490 57	-	-	-	-	-	-	-	-

## BOARD OF EDUCATION.

## FRANKLIN COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 26, 1906.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPLIED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Ashfield, . . . . .	\$957 29	-	-	-	-	-	-	-	-	-
Barnardston, . . . . .	1,157 29	-	-	-	-	-	-	-	-	-
Buckland, . . . . .	825 84	-	-	-	-	-	-	-	-	-
Charlemont, . . . . .	1,100 84	-	-	-	-	-	-	-	-	-
Colrain, . . . . .	937 29	-	-	-	-	-	-	-	-	-
Conway, . . . . .	957 29	-	-	-	-	-	-	-	-	-
Deerfield, . . . . .	807 29	\$42 00	-	-	-	-	-	-	\$49,904 70	\$2,186 65
Erving, . . . . .	300 00	-	-	-	-	-	-	-	-	-
Gill, . . . . .	1,157 29	-	1	714	1	-	\$45,017 05	\$700 00	921,406 45	13,083 18
Greenfield, . . . . .	-	50 00	1	-	-	-	-	-	20,000 00	-
Hawley, . . . . .	1,232 29	-	-	-	-	-	-	-	-	-
Heath, . . . . .	1,232 29	-	-	-	-	-	-	-	-	-
Leverett, . . . . .	1,025 84	-	-	-	-	-	-	-	-	-
Leyden, . . . . .	1,025 84	-	-	-	-	-	-	-	-	-
Monroe, . . . . .	1,232 80	-	-	-	-	-	-	-	-	-
Montague, . . . . .	-	-	-	-	-	-	-	-	-	-
New Salem, . . . . .	1,232 80	-	-	-	-	-	-	-	2,500 00	125 00
Northfield, . . . . .	675 83	-	1	449	-	-	37,700 00	-	736,000 00	15,300 00
Orange, . . . . .	-	-	-	-	-	-	-	-	-	-
Rowe, . . . . .	1,376 39	-	-	-	-	-	-	-	-	-
Shelburne, . . . . .	967 30	-	-	-	-	-	-	-	-	-
Shutesbury, . . . . .	1,025 83	-	-	-	-	-	4,109 00	-	28,542 64	887 23
Sunderland, . . . . .	1,378 39	-	-	-	-	-	-	-	-	-

## SCHOOL RETURNS.

**HAMPDEN COUNTY — CONCLUDED.**

	\$92 00	3	1,163	2	247	\$86,826 05	\$700 00	\$1,756,353 69	\$31,582 06
Warwick,	1,100 83	-	-	-	-	-	-	-	-
Wendell,	1,013 19	-	-	-	-	-	-	-	-
Whately,	500 00	-	-	-	-	-	-	-	-
Totals,	\$23,227 04	\$92 00	3	1,163	2	247	\$86,826 05	\$700 00	\$31,582 06

	\$51 38	-	-	1	53	-	\$350 00	\$90,197 24	-
Agawam,	\$1,028 40	-	-	-	-	-	-	-	-
Blandford,	1,025 84	-	-	-	-	-	-	\$90,197 24	\$4,744 62
Brimfield,	1,157 29	-	-	-	-	-	-	-	-
Chester,	957 29	-	-	-	-	-	-	-	-
Chicopee,	-	-	-	5	1,323	-	-	-	-
East Longmeadow,	1,176 39	-	-	-	-	-	-	-	-
Granville,	1,100 84	-	-	-	-	-	-	-	-
Hampton,	1,157 29	-	-	-	-	-	-	-	-
Holland,	938 20	-	-	-	-	-	-	-	-
Holyoke,	-	-	-	-	-	-	-	-	-
Longmeadow,	1,176 39	5 00	-	8	4,631	-	3,000 00	-	-
Ludlow,	-	-	-	1	25	-	-	-	-
Monson,	1,028 39	-	-	1	11	\$3,145 50	-	106,389 25	4,874 17
Montgomery,	1,376 39	1*	36	-	-	-	-	-	-
Palmer,	35 00	-	-	1	242	-	1,000 00	5,000 00	-
Russell,	957 30	-	-	-	-	-	-	-	-
Southwick,	825 83	-	-	-	-	-	-	-	-
Springfield,	-	-	-	-	-	-	-	-	-
Tolland,	575 00	-	-	7	2,176	-	15,000 00	205,600 00	-
Uxbridge,	1,376 39	-	-	-	-	-	-	-	-
Westfield,	-	-	-	1	277	-	-	-	-
West Springfield,	-	-	-	-	-	-	-	-	-
Wilbraham,	1,028 39	-	1	-	-	8,760 00	-	60,000 00	1,410 00
Totals,	\$16,879 62	\$1,118 49	2	166	25	8,738	\$19,350 00	\$457,186 49	\$11,028 79

**\* United with high school.**

## HAMPSHIRE COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1905.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.									
	No. of persons in towns between 5 age, and 15 years of	No. of persons in towns between 7 age, and 14 years of	No. of different pu- pils of all ages in the public schools during the school year.	No. of different pu- pils within the year over 15 years of age.	No. of different pu- pils within the year over 15 years of age.	No. of different pu- pils within the year over 15 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.			
Amherst, . . . . .	769	573	905	3	163	598	833	768	.92			
Belchertown, . . . . .	424	299	498	13	52	331	411	384	.93			
Chesterfield, . . . . .	86	68	102	1	12	55	75	69	.93			
Cummington, . . . . .	133	107	150	-	4	114	132	124	.94			
Easthampton, . . . . .	1,128	898	1,258	3	72	866	1,128	1,046	.93			
Enfield, . . . . .	169	153	187	2	1	153	159	149	.93			
Goheen, . . . . .	54	46	63	2	-	37	48	43	.91			
Granby, . . . . .	127	113	153	-	14	111	133	119	.90			
Greenwich, . . . . .	91	70	77	-	2	70	67	61	.91			
Hadley, . . . . .	282	181	301	-	42	208	269	241	.90			
Hatfield, . . . . .	265	195	449	-	-	195	235	215	.91			
Huntington, . . . . .	299	222	383	-	46	263	322	290	.90			
Middlefield, . . . . .	101	83	137	3	-	83	100	91	.91			
Middleton, . . . . .	3,189	2,237	3,070	122	329	1,981	2,766	2,582	.93			
Northampton, . . . . .	83	63	90	1	5	69	73	66	.89			
Pelham, . . . . .	82	55	77	-	8	54	66	59	.90			
Plainfield, . . . . .	49	39	75	-	3	54	59	53	.90			
Prescott, . . . . .	167	131	173	3	6	120	161	129	.86			
Southampton, . . . . .	769	664	946	12	83	608	844	779	.92			
South Hadley, . . . . .	1,548	1,096	1,177	3	108	805	1,066	1,002	.94			
Ware, . . . . .	105	78	98	-	3	78	80	75	.94			
Westhampton, . . . . .	384	283	431	3	32	303	387	359	.93			
Williamsburg, . . . . .	111	87	138	-	17	97	116	108	.93			
Worthington, . . . . .	614	7,631	10,888	171	1,002	7,243	9,519	8,811	.93			
Totals, . . . . .	10,405	7,631	10,888	171	1,002	7,243	9,519	8,811	.93			

## SCHOOL RETURNS.

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## HAMPSHIRE COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.				LENGTH OF SCHOOLING.				HIGH SCHOOLS.					
	NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		No. of teachers who have graduated from normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Ave. No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Expenditures for high school support.
	Men.	Women.	In high schools.	In elementary schools.										
Amherst, . . . . .	2	21	6	1	7	\$120 00	\$43 20	160-4	8-18	1	6	165	9-10	\$6,150 00
Belchertown, . . . . .	3	28	3	-	2	57 00	30 00	156-5	8-4	1	2	84	9	1,965 71
Chesterfield, . . . . .	1	6	3	1	2	36 00	33 85	58-10	8-7	-	-	-	-	-
Cumington, . . . . .	-	8	-	-	1	-	36 00	67-1	8-8	-	-	-	-	-
Easthampton, . . . . .	1	31	4	11	6	150 00	42 69	247-19	8-17	1	4	86	9-16	3,700 00
Enfield, . . . . .	-	7	-	1	2	-	39 14	63	9	-	-	-	-	-
Goshen, . . . . .	-	4	-	1	1	-	36 00	31-16	8	-	-	-	-	-
Granby, . . . . .	-	7	2	1	2	-	39 32	54-13	9-2	1	2	32	9-14	1,306 46
Greenwich, . . . . .	-	3	3	-	3	-	40 14	26-6	8-15	-	-	-	-	-
Hadley, . . . . .	-	13	3	-	1	-	39 23	98	8-18	1*	3	39	9-16	2,191 65
Hartford, . . . . .	-	8	-	-	2	-	39 00	72	9	-	-	-	-	-
Huntington, . . . . .	1	12	3	1	7	84 00	37 56	99	8-2	1	3	57	10	2,100 00
Middlefield, . . . . .	-	6	6	-	2	-	36 64	48-12	9-12	-	-	-	-	-
Norhampton, . . . . .	6	90	13	4	34	124 00	47 21	712-3	8-17	1	13	336	9-11	13,528 26
Pelham, . . . . .	-	4	-	-	3	-	36 00	35-10	8	-	-	-	-	-
Plainfield, . . . . .	-	5	-	-	-	-	31 80	40	8	-	-	-	-	-
Freecott, . . . . .	1	5	-	1	-	34 00	34 00	44-2	8-17	-	-	-	-	-
Southampton, . . . . .	-	27	4	1	2	-	35 66	71	8-17	-	-	-	-	-
South Hadley, . . . . .	1	8	-	1	9	120 00	43 29	220-19	9-4	1	4	85	9-13	3,697 84
Ware, . . . . .	3	32	6	1	14	105 83	45 34	273-2	9-2	1	6	122	9-9	6,644 50
Westampton, . . . . .	-	5	-	2	3	-	34 40	42	8-8	-	-	-	-	-
Williamsburg, . . . . .	2	14	2	1	3	57 00	33 28	137	9-3	2	1†	70	{ 10 10 }	2,082 72
Worthington, . . . . .	2	8	1	-	3	42 00	35 36	67-8	8-16	-	-	-	-	-
Totals, . . . . .	23	352	47	27	109	\$91 06	\$40 95	2,828-10	8-19	11	44	1,076	9-14	\$43,367 14

† Also 8 teachers on part time.

\* Hopkins Academy.

## HAMPSHIRE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from taxation, such as aid from the State, voluntary contributions, income from tributes, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent and assistants.	Text-books and school supplies.	School sundries.			
Amherst, . . . . .	\$12,211 56	\$752 41	\$2,328 07	\$167 00	\$1,500 00	\$1,273 24	\$725 42	\$18,956 70	\$1,883 75	\$17,072 95
Belchertown, . . . . .	5,555 00	85 00	491 95	177 10	1,080 00	480 14	109 34	7,948 53	2,499 33	5,449 20
Chesterfield, . . . . .	1,943 40	205 50	128 36	37 90	375 00	116 85	35 17	2,542 18	1,506 35	1,035 83
Cummington, . . . . .	2,723 00	224 00	250 54	43 59	375 00	113 41	29 85	3,759 39	2,167 44	1,601 95
Easthampton, . . . . .	15,191 74	642 25	2,834 88	112 35	1,259 12	967 31	325 25	21,332 90	1,381 82	19,951 08
Enfield, . . . . .	2,946 90	410 16	450 67	110 00	420 00	410 16	10 00	4,556 89	1,783 54	2,873 35
Goalen, . . . . .	1,478 45	27 75	57 34	13 00	187 50	71 41	3 00	1,838 45	1,493 95	344 50
Granby, . . . . .	2,683 00	1,090 20	305 00	90 00	375 00	156 12	73 21	4,772 53	1,921 84	2,850 69
Greenwich, . . . . .	1,694 40	346 65	105 41	42 00	238 14	121 67	11 31	2,559 68	1,379 58	1,180 00
Hadley, . . . . .	3,324 70	638 38	1,078 98	73 78	660 00	517 53	223 02	5,534 27	3,287 73	2,246 54
Hatfield, . . . . .	3,519 34	132 80	1,063 76	90 00	490 00	469 70	15 00	5,770 30	1,849 71	3,920 59
Huntington, . . . . .	5,168 60	285 65	814 95	-	590 72	510 49	68 51	7,408 91	1,879 81	5,529 10
Middlefield, . . . . .	1,781 00	148 40	116 25	-	276 74	146 51	55 57	2,621 47	1,865 60	655 87
Northampton, . . . . .	51,744 39	747 25	11,789 11	690 75	2,000 00	6,262 80	1,659 81	74,894 11	2,761 22	72,132 89
Pelham, . . . . .	1,511 40	88 00	68 00	-	300 00	51 86	55 06	2,074 32	1,706 53	367 79
Plainfield, . . . . .	1,378 00	-	62 81	-	375 00	69 64	4 00	1,889 45	1,139 45	750 00
Prescott, . . . . .	2,047 00	165 00	107 94	29 00	337 15	82 44	54 65	2,843 18	1,770 30	1,072 88
Southampton, . . . . .	3,447 00	532 25	217 89	74 00	213 06	130 26	89 94	4,682 96	2,039 91	2,643 05
South Hadley, . . . . .	12,683 50	532 25	3,029 81	120 00	1,125 00	1,297 11	899 94	19,687 71	1,918 83	17,768 88
Ware, . . . . .	18,896 75	1,214 50	6,697 92	86 25	2,000 00	2,318 48	1,318 97	31,436 62	2,861 50	31,575 12
Westhampton, . . . . .	2,273 92	-	1,09 54	86 25	150 88	104 78	6 00	2,731 47	1,292 80	1,438 67
Williamsburg, . . . . .	5,400 55	406 60	922 31	216 00	750 00	530 78	175 33	8,401 57	3,063 51	5,338 06
Worthington, . . . . .	2,487 20	52 60	198 10	87 60	375 00	204 34	44 18	3,449 02	1,836 45	1,612 57
Totals, . . . . .	\$163,979 80	\$8,182 05	\$32,227 67	\$2,260 32	\$15,433 41	\$16,405 92	\$5,903 34	\$244,392 51	\$42,682 95	\$201,709 56

# SCHOOL RETURNS.

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## HAMPSHIRE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Amount included in the preceding columns.	Amount expended for school buildings, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Amherst.	-	\$300 00	\$527 30	\$827 30	-	\$827 30	\$17,900 25	-	-	\$513 20
Belchertown.	-	800 00	65 67	865 67	-	865 67	6,314 87	\$242 40	-	-
Chesterfield.	-	-	40 91	40 91	-	40 91	1,374 74	18 00	-	-
Cummington.	-	-	197 37	197 37	\$108 62	88 75	1,690 70	-	-	108 62
Easthampton.	-	-	399 56	399 56	-	399 56	20,350 64	-	-	451 06
Enfield.	-	-	102 81	102 81	-	-	2,873 35	-	-	-
Goshen.	-	-	3 59	3 59	102 81	-	348 09	-	-	-
Granby.	-	-	62 07	62 07	-	62 07	2,912 76	-	-	-
Greenwich.	-	210 00	17 18	227 18	-	227 18	1,407 18	500 00	30 00	-
Hadley.	-	212 29	583 00	795 29	-	795 29	6,041 83	-	-	-
Hatfield.	-	150 00	167 78	167 78	-	167 78	4,088 37	-	-	169 98
Huntington.	-	18 25	465 28	615 28	-	615 28	6,144 38	-	-	87 32
Middlefield.	-	-	70 16	88 41	-	88 41	744 28	-	-	-
Northampton.	\$61,206 00	180 00	1,833 61	63,219 61	-	63,219 61	135,352 50	3,000 00	105 91	1,384 86
Pelham.	-	-	180 36	180 36	-	180 36	548 15	-	-	61 38
Plainfield.	-	-	6 88	6 88	6 88	-	750 00	-	-	-
Prescott.	-	-	66 98	66 98	-	66 98	1,139 86	-	-	52 84
Southampton.	-	-	-	-	-	-	2,043 05	-	-	-
South Hadley.	-	374 21	786 00	1,160 21	-	1,160 21	18,829 09	-	-	389 43
Ware.	-	1,083 96	816 04	1,900 00	-	1,900 00	33,075 12	-	-	-
Westhampton.	-	-	12 73	12 73	-	12 73	1,451 40	-	-	-
Williamshurg.	-	371 13	300 19	671 32	127 92	543 40	5,881 46	15,000 00	646 63	188 35
Worthington.	-	-	174 36	174 36	-	174 36	1,786 93	-	-	290 45
Totals.	\$61,206 00	\$3,689 84	\$6,879 83	\$71,785 67	\$346 23	\$71,439 44	\$273,149 00	\$23,000 00	\$1,042 94	\$3,687 49



## HAMPSHIRE COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1906.	Amount of voluntary contributions by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Amherst, . . . . .	-	-	-	-	1	15	-	\$175 00	-	-
Belchertown, . . . . .	\$1,176 40	\$10 00	-	-	-	-	-	-	-	-
Chesterfield, . . . . .	1,157 29	-	-	-	-	-	-	-	-	-
Cumington, . . . . .	1,100 84	-	-	-	-	-	-	-	-	-
Easthampton, . . . . .	-	-	1	176	-	-	\$13,000 00	-	\$500,000 00	\$13,800 00
Enfield, . . . . .	967 29	-	-	-	-	-	-	-	-	-
Goshen, . . . . .	1,013 20	-	-	-	-	-	-	-	-	-
Granby, . . . . .	1,157 29	-	-	-	-	-	-	-	-	-
Greenwich, . . . . .	1,100 84	-	-	-	1	27	-	-	-	-
Hadley, . . . . .	807 29	-	-	-	-	-	-	-	-	-
Hatfield, . . . . .	807 29	-	1	19	-	-	500 00	-	100,000 00	5,000 00
Huntington, . . . . .	1,176 39	-	-	-	-	-	-	-	51,283 07	2,878 98
Middlefield, . . . . .	1,025 84	-	-	-	-	-	-	-	-	-
Northampton, . . . . .	-	390 00	1	144	4	805	2,093 75	19,600 00	394,137 94	15,237 27
Pelham, . . . . .	1,025 83	-	-	-	-	-	-	-	-	-
Plainfield, . . . . .	938 20	-	-	-	-	-	-	-	-	-
Preecott, . . . . .	1,376 39	-	-	-	-	-	-	-	-	-

### SCHOOL RETURNS.

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Southern,	.	.	1,157 80	-	-	-	-	-	-	-	-	-
South Hadley,	.	.	961 39	-	-	-	-	-	-	-	-	-
Ware,	.	.	-	100 00	-	1	375	-	-	-	-	-
Weethampton,	.	.	1,157 30	-	-	-	-	-	-	-	-	-
Williamsburg,	.	.	1,176 39	-	-	-	-	-	-	-	-	-
Worthington,	.	.	1,025 83	-	-	-	-	-	-	-	-	-
Totals,	.	.	\$20,288 59	\$500 00	3	338	7	1,222	\$15,583 75	\$19,775 00	\$1,045,421 01	\$36,916 25

## MIDDLESEX COUNTY.

TOWNS AND CITIES.	Population—State Census of 1906.	Valuation—May 1, 1906.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1906.				SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.						
				No. of persons in towns between 5 and 16 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 16 years of age.	No. of different pupils within the year between 7 and 14 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.		
Acton, . . . . .	2,089	\$1,778,350	10	329	241	362	-	41	236	321	297	.93		
Arlington, . . . . .	9,668	10,136,110	43	1,810	1,293	1,861	-	191	1,232	1,662	1,586	.92		
Ashby, . . . . .	865	481,479	4	123	93	141	-	24	91	124	114	.92		
Ashland, . . . . .	1,597	1,047,194	9	256	194	291	2	42	178	299	285	.96		
Ayer, . . . . .	2,396	1,701,405	11	445	320	494	5	66	317	472	440	.93		
Bedford, . . . . .	1,208	1,233,550	4	183	125	166	-	7	127	144	135	.94		
Belmont, . . . . .	4,360	5,602,650	19	809	588	759	-	82	481	676	611	.90		
Billerica, . . . . .	2,843	2,226,175	16	508	373	566	1	42	380	494	447	.91		
Boxborough, . . . . .	324	244,805	4	51	39	61	-	-	39	48	45	.93		
Burlington, . . . . .	588	583,461	3	63	39	60	1	4	41	48	46	.94		
Cambridge, . . . . .	97,434	103,845,600	314	15,858	11,188	15,752	955	1,446	9,892	14,606	13,550	.93		
Carlisle, . . . . .	523	409,749	3	98	73	87	-	1	71	74	68	.92		
Chelmsford, . . . . .	4,254	3,036,025	23	755	548	819	7	58	553	718	642	.89		
Concord, . . . . .	5,421	5,530,400	19	870	622	1,111	-	231	648	1,000	934	.93		
Dracut, . . . . .	3,537	2,147,021	16	626	539	583	2	7	572	501	456	.91		
Dunstable, . . . . .	412	281,062	3	90	62	83	-	4	55	60	56	.93		
Everett, . . . . .	29,111	22,191,900	132	5,671	4,034	6,799	4	632	4,835	5,947	5,652	.95		
Frammingham, . . . . .	11,548	9,373,687	49	1,877	1,344	2,235	19	215	1,454	2,030	1,835	.90		
Groton, . . . . .	2,253	2,941,244	11	345	233	402	3	64	349	354	323	.91		
Holliston, . . . . .	2,663	1,546,563	13	437	306	565	1	54	375	483	455	.94		
Hopkinton, . . . . .	2,585	1,641,245	13	407	324	481	5	38	323	428	407	.96		
Hudson, . . . . .	6,217	3,157,481	22	1,046	735	1,067	-	95	711	1,001	931	.93		
Lexington, . . . . .	4,530	5,957,870	20	836	646	920	2	114	563	848	775	.91		
Lincoln, . . . . .	1,122	2,006,719	5	133	93	122	1	6	83	106	98	.92		
Littleton, . . . . .	1,219	976,885	7	210	152	233	1	31	184	196	196	.91		
Lowell, . . . . .	94,889	71,632,643	267	14,638	10,909	12,338	684	978	7,963	10,502	9,644	.92		

## SCHOOL RETURNS.

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Malden, . . . . .	38,037	32,324,800	141	7,246	4,639	6,993	5	794	4,584	6,232	5,790	93
Marlborough, . . . . .	14,073	9,720,523	64	2,896	2,008	2,630	25	222	2,008	2,278	2,096	92
Maynard, . . . . .	5,811	3,568,233	18	745	661	829	1	57	577	747	695	93
Medford, . . . . .	19,686	21,240,150	84	3,737	2,651	4,333	105	433	2,767	3,929	3,537	90
Melrose, . . . . .	14,206	15,329,695	67	2,706	1,987	3,086	49	480	1,904	2,894	2,740	95
Natick, . . . . .	9,609	6,673,225	41	1,625	1,167	1,815	-	262	1,136	1,723	1,623	94
Newton, . . . . .	36,827	64,635,370	153	6,273	4,162	6,682	319	962	3,886	5,978	5,320	89
North Reading, . . . . .	908	679,928	4	138	98	148	7	7	101	139	124	90
Pepperell, . . . . .	3,268	2,216,550	18	593	422	760	11	100	501	655	584	89
Reading, . . . . .	5,682	4,683,592	23	972	698	1,168	7	133	694	1,105	1,014	92
Sherborn, . . . . .	1,379	987,710	8	220	145	211	3	3	166	192	176	92
Shirley, . . . . .	1,692	923,672	7	289	208	290	4	12	209	253	236	83
Somerville, . . . . .	69,272	59,146,600	240	11,969	8,395	12,047	263	1,466	7,474	11,385	10,722	94
Stoneham, . . . . .	6,332	4,897,349	25	1,061	740	1,268	3	200	751	1,091	1,024	84
Stow, . . . . .	1,027	826,747	6	176	159	186	1	16	134	172	160	83
Sudbury, . . . . .	1,169	1,214,410	7	160	115	190	2	20	112	174	168	91
Tewksbury, . . . . .	4,415	1,789,126	14	572	414	490	7	9	414	439	402	92
Townsend, . . . . .	1,772	1,197,860	9	268	185	305	-	61	197	276	258	93
Tyngsborough, . . . . .	768	481,955	5	135	102	130	1	6	102	117	106	90
Wakefield, . . . . .	10,268	8,291,289	49	1,937	1,419	2,390	12	287	1,444	2,067	1,953	94
Waltham, . . . . .	26,282	23,000,660	73	3,876	2,631	3,291	14	411	2,012	3,070	2,860	93
Watertown, . . . . .	11,258	12,378,135	34	1,772	1,438	1,665	7	223	1,042	1,488	1,379	93
Wayland, . . . . .	2,220	2,016,112	13	373	246	416	2	74	296	380	348	92
Westford, . . . . .	2,413	1,633,154	16	420	342	449	-	32	326	397	354	89
Weston, . . . . .	2,091	5,556,452	7	275	231	280	1	37	179	254	241	95
Williamstown, . . . . .	1,670	1,223,302	12	350	243	415	6	42	266	375	347	93
Winchester, . . . . .	8,242	10,506,900	36	1,539	1,104	1,831	89	217	1,112	1,659	1,537	93
Woburn, . . . . .	14,492	10,763,020	59	3,388	2,120	3,146	19	295	1,761	2,816	2,622	93
Totals, . . . . .	608,499	\$570,177,989	2,273	104,214	73,793	105,663	2,649	11,354	67,807	95,450	86,362	93

## BOARD OF EDUCATION.

## MIDDLESEX COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.						LENGTH OF SCHOOLING.			HIGH SCHOOLS.				
	NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		No. of teachers who have graduated from normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been in school year.	Ave No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Expenditures for high school support.
	Men.	Women.	In high schools.	In elementary schools.										
Acton, . . . . .	1	11	2	1	2	\$103 20	\$45 60	91	9-1	1	2	34	10	\$1,981 12
Arlington, . . . . .	2	53	7	1	24	180 00	63 06	410-13	9-11	1	10	283	9-12	12,616 27
Ashby, . . . . .	1	4	2	1	2	70 00	42 00	33-12	8-8	1	2	23	9-13	1,483 27
Ashland, . . . . .	2	9	3	1	5	72 50	41 66	79-12	8-17	1	2	47	9-13	2,400 00
Ayer, . . . . .	1	12	3	1	6	120 00	43 83	102-8	9-8	1	3	88	9-13	3,073 88
Bedford, . . . . .	1	4	—	—	8	—	49 15	32-16	8-4	1	5	—	—	—
Belmont, . . . . .	1	22	4	1	8	170 00	57 01	173-16	9-4	1	6	91	9-4	5,046 00
Billerica, . . . . .	2	16	3	1	3	90 00	40 66	141-2	8-16	1	3	57	9-3	2,800 00
Boxborough, . . . . .	—	4	—	—	3	—	40 00	38	9	—	—	—	—	—
Burlington, . . . . .	—	3	—	—	1	—	42 64	27-1	9	—	—	—	—	—
Cambridge, . . . . .	47	400	50	22	232	157 00	70 16	3,140	10	3	70	1,576	$\left\{ \begin{array}{l} 10 \\ 10 \\ 10 \end{array} \right.$	$\left. \begin{array}{l} 107,175\ 28 \\ 10 \\ 10 \end{array} \right\}$
Carlisle, . . . . .	—	3	—	—	—	—	40 00	26-1	8-17	—	—	—	—	—
Chelmsford, . . . . .	2	25	5	—	14	92 50	43 04	200-2	8-14	2	4	55	$\left\{ \begin{array}{l} 9-14 \\ 9-14 \end{array} \right.$	$\left\{ \begin{array}{l} 3,250\ 00 \\ 14,010\ 00 \end{array} \right.$
Concord, . . . . .	5	28	11	2	9	116 00	60 06	175-18	9-5	1	11	314	9-10	—
Dracut, . . . . .	—	17	—	—	10	—	45 18	145-13	9-2	—	—	—	—	—
Dunstable, . . . . .	—	3	—	—	3	—	40 84	26-4	8-14	—	—	—	—	—
Everett, . . . . .	11	169	10	2	88	145 50	56 91	1,214-8	9-4	1	17	499	9-7	18,848 88
Frammingham, . . . . .	6	55	7	1	37	116 23	53 92	437-10	8-18	1	9	256	9-9	12,620 00
Groton, . . . . .	1	13	3	—	7	155 00	43 00	98-4	8-18	1	3	72	9-5	3,200 00
Holliston, . . . . .	1	14	3	—	7	103 09	45 25	113-17	8-15	1	3	45	9-14	2,337 07
Hopkinton, . . . . .	1	15	4	—	4	106 66	47 00	115-14	8-15	1	3	51	9-14	2,700 00
Hudson, . . . . .	3	23	5	2	7	140 00	44 74	182-6	8-5	1	5	114	9-14	6,407 00
Lexington, . . . . .	2	23	5	3	7	—	57 61	182-6	9-2	1	4	110	9-5	8,354 96
Lincoln, . . . . .	—	5	—	—	1	—	64 21	45-16	9-3	—	—	—	—	—

# SCHOOL RETURNS.

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Littleton, . . . . .	1	8	3	2	4	100 00	46 00	64	9-3	1	3	39	10	2,117 47
Lowell, . . . . .	22	302	24	13	89	183 00	61 15	2,469-15	9-5	1	35	982	9-4	52,836 39
Malden, . . . . .	18	16	16	8	93	166 98	70 55	1,239-11	8-16	1	28	739	9-3	34,092 71
Marlborough, . . . . .	5	64	6	-	12	102 00	60 11	623-4	9-8	1	11	325	9-16	12,698 00
Maynard, . . . . .	2	20	5	-	14	90 00	50 00	170-19	9-12	1	5	61	9-14	3,575 00
Medford, . . . . .	16	91	15	10	28	131 14	61 13	793-6	9-9	1	18	510	9-11	23,732 08
Meriden, . . . . .	8	88	14	8	42	127 08	55 00	616-8	9-4	1	16	435	9-4	19,905 82
Melrose, . . . . .	5	47	9	3	24	122 10	55 06	369-1	9	1	10	298	9-12	4,905 57
Natick, . . . . .	5	199	30	13	133	202 50	66 22	1,423	9-5	1	33	923	9-4	52,029 92
Newton, . . . . .	-	4	4	-	3	-	48 00	35-15	8-19	1	1	16	8-19	593 33
North Reading, . . . . .	1	21	4	-	8	110 00	41 20	150	8-16	1	4	127	9-8	3,278 00
Pepperell, . . . . .	2	31	10	-	18	132 50	53 96	209-5	9-1	1	10	257	9-2	10,680 85
Reading, . . . . .	-	6	2	1	4	-	41 33	68-4	8-13	1+	2	10	8-15	846 84
Sherborn, . . . . .	-	9	1	1	4	-	39 11	69-1	9-17	1	1	20	9-17	1,188 08
Shirley, . . . . .	-	9	1	1	4	-	70 45	2,209	9-4	2	47	1,297	9-4	68,691 00
Somerville, . . . . .	27	287	34	8	111	178 15	50 91	230-5	9-4	1	6	138	9-6	6,400 00
Stonham, . . . . .	1	28	5	1	8	175 00	40 00	54-10	9-1	1	1	23	9-10	1,163 65
Stow, . . . . .	1	6	2	2	3	84 00	43 71	61-3	8-14	1	2	21	9-17	1,402 68
Sudbury, . . . . .	1	7	-	-	3	75 00	45 32	130-17	9-7	1	-	-	-	-
Tewksbury, . . . . .	1	14	3	-	12	-	37 60	78-4	8-14	1	3	58	9-11	2,316 20
Townsend, . . . . .	1	10	-	-	4	80 00	43 80	46	9-4	-	-	-	-	-
Tyngsborough, . . . . .	1	5	3	-	4	-	49 14	458-8	9-7	1	12	300	9-14	12,195 24
Wakefield, . . . . .	8	55	6	2	20	87 81	62 52	688-16	9-9	1	16	417	9-7	24,202 00
Waltham, . . . . .	9	90	12	3	43	150 00	63 07	317-8	9-7	1	7	190	9-9	8,557 00
Watertown, . . . . .	4	40	7	2	17	132 40	42 34	123-1	9-8	1	3	77	9-13	2,925 74
Wayland, . . . . .	2	13	2	-	12	103 64	44 41	144-16	9-5	1+	2	28	9-15	1,958 33
Westford, . . . . .	2	16	3	-	13	92 82	61 56	63-12	9-1	1	3	51	9-10	4,730 00
Weston, . . . . .	1	9	2	-	5	200 00	41 67	108-2	9-1	1	2	46	9-13	1,741 50
Wilmington, . . . . .	1	12	2	2	3	90 00	60 06	343-17	9-11	1	8	219	10	11,770 00
Winchester, . . . . .	4	46	6	2	20	132 50	54 35	544-17	9-4	1	11	311	9-6	11,952 91
Woburn, . . . . .	5	67	8	2	13	126 00	-	-	-	1	-	-	-	-
Totals, . . . . .	255	2,695	356	117	1,246	\$147 17	\$60 99	21,137-3	9-6	49	456	11,603	9-8	\$591,200 04

† Westford Academy.

† United with Sawin Academy.

\* Howe Academy.



## SCHOOL RETURNS.

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Malden,	136,907 13	153 06	22,359 20	2,111 40	2,540 00	6,548 92	15,517 07	186,136 78	374 49	185,762 29
Marlborough,	39,157 39	1,259 54	7,193 50	750 00	2,100 00	3,236 08	1,227 23	54,923 74	244 61	54,679 13
Maynard,	11,330 47	388 00	2,207 60	5 00	750 00	2,209 44	873 47	17,763 98	625 00	17,138 98
Medford,	79,808 27	-	16,327 85	1,800 00	2,800 00	6,499 78	3,760 05	111,086 96	172 00	110,923 95
Melrose,	62,916 16	561 00	12,751 33	400 00	2,300 00	5,720 04	2,307 67	86,969 20	-	86,959 20
Melrose,	31,398 16	69 40	6,353 01	63 00	2,000 00	2,636 67	1,801 47	44,319 71	484 50	43,835 21
Natick,	169,524 26	1,611 50	32,185 43	2,940 00	3,916 70	15,409 79	6,983 21	232,500 89	-	232,500 89
Newton,	3,176 00	925 60	388 32	75 00	200 00	202 84	225 25	6,194 04	2,162 30	3,031 74
North Reading,	9,676 00	1,134 40	2,614 36	30 00	750 00	750 13	643 60	16,408 09	1,408 99	14,089 10
Pepperell,	20,859 29	664 00	4,246 09	28 51	1,200 00	3,008 15	3,048 71	33,066 24	1,087 26	31,988 98
Reading,	2,471 25	1,227 00	700 36	82 80	300 00	286 41	144 48	6,108 01	1,287 98	3,870 03
Sherborn,	3,899 32	768 60	862 55	82 80	457 14	435 87	181 52	6,685 80	2,072 74	4,613 06
Shirley,	254,697 00	-	41,943 00	1,900 00	3,000 00	15,537 00	4,600 00	321,677 00	-	321,677 00
Somerville,	17,504 33	352 75	4,530 23	143 83	940 00	1,795 56	1,290 75	26,047 45	191 70	26,355 75
Stow,	3,198 13	1,075 35	687 97	100 00	450 00	315 44	94 80	5,921 69	1,987 44	3,934 25
Sudbury,	3,814 60	1,626 10	624 45	121 25	450 00	625 83	276 18	7,338 41	2,000 40	6,338 01
Tewksbury,	10,144 10	973 50	1,872 32	174 00	800 00	621 88	297 32	14,863 07	2,369 74	12,513 33
Townsend,	4,847 50	1,837 10	880 00	2 50	870 00	318 72	123 82	8,869 64	2,097 85	6,771 79
Tyngsborough,	2,847 36	1,433 50	634 78	15 00	199 92	251 76	236 08	5,618 40	2,741 76	2,876 64
Wakefield,	38,305 00	-	7,813 22	-	1,717 50	3,205 31	1,436 60	52,477 63	1,731 69	50,745 94
Waltham,	72,165 30	852 85	16,459 77	900 00	2,200 00	5,527 63	1,260 74	99,367 29	191 80	99,175 49
Ward,	33,974 95	390 83	5,804 33	100 00	1,950 00	2,691 95	1,501 99	46,413 35	-	46,413 35
Wayland,	7,288 41	1,502 18	1,873 65	196 00	750 00	788 22	381 07	12,778 53	1,910 46	10,868 07
Westford,	7,790 13	639 00	1,167 26	10 00	800 00	533 43	153 63	11,063 45	1,501 49	9,561 96
Weston,	8,589 58	3,906 75	2,005 28	460 00	100 00	785 00	694 00	16,530 61	-	16,530 61
Wilmington,	5,648 00	54 00	1,605 31	-	630 00	751 15	238 11	8,926 57	1,723 99	7,202 58
Winchester,	33,138 33	815 00	8,323 80	200 00	2,000 00	3,499 75	2,350 74	50,327 62	232 95	50,094 67
Woburn,	43,065 15	150 00	8,592 27	400 00	1,837 50	3,501 54	1,237 63	58,784 09	613 00	58,171 09
Totals,	\$2,067,175 55	\$50,347 72	\$433,288 42	\$28,977 00	\$65,256 44	\$160,475 03	\$79,679 35	\$2,885,100 52	\$79,449 79	\$2,805,650 73



## MIDDLESEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.				Total expenditures for school buildings, being the total of the three preceding columns.	Amount included in the total expenditures for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.						Principal.	Income.	
Acton, .	-	\$585 14	\$255 05		\$840 19	-	\$840 19	\$8,663 02	\$38,521 59	-	\$320 92
Arlington, .	-	961 76	1,881 83		2,843 59	-	2,843 59	55,700 51	81,532 57	-	-
Asbury, .	-	-	44 31		44 31	-	44 31	3,217 18	637 00	22 49	208 05
Ashland, .	-	509 01	509 01		509 01	-	509 01	7,610 01	-	-	587 80
Ayer, .	-	-	387 03		387 03	-	387 03	8,837 55	-	-	285 55
Bedford, .	-	2,245 37	228 18		2,473 55	-	2,473 55	7,287 71	-	-	-
Belmont, .	\$16,754 19	675 00	358 19		17,787 38	-	17,787 38	41,452 77	-	-	-
Billerica, .	-	-	678 00		678 00	-	678 00	11,211 15	-	-	466 99
Boxborough, .	-	-	50 00		50 00	-	50 00	656 32	-	-	-
Burlington, .	-	-	21 55		21 55	-	21 55	1,991 58	-	-	144 38
Cambridge, .	87,815 26	41,605 36	16,190 42		144,611 04	-	144,611 04	613,868 39	-	-	-
Carleton, .	-	-	6 25	\$2 15	6 25	-	4 10	1,338 01	500 00	20 20	-
Chelmsford, .	-	467 75	1,051 23		1,519 03	-	1,519 03	19,379 60	-	-	648 04
Concord, .	-	2,812 50	646 87		3,459 37	-	3,459 37	33,249 68	26,800 00	1,227 20	-
Dracut, .	-	177 90	588 64		766 54	-	766 54	14,164 50	3,000 00	109 72	862 23
Dunstable, .	-	-	79 19		79 19	-	79 19	1,409 36	-	-	-
Everett, .	38,921 80	6,942 07	5,899 86		51,763 73	-	51,763 73	202,392 90	-	-	-
Frammingham, .	20,000 00	2,700 00	2,863 94		25,563 94	-	25,563 94	75,642 34	1,259 00	75 54	1,240 32
Groton, .	-	-	165 06		165 06	-	165 06	11,024 93	-	-	-
Holliston, .	-	-	34 44		34 44	12 94	141 96	9,456 86	-	-	-
Hopkinton, .	-	120 46	184 90		305 36	-	305 36	9,756 30	5,836 00	223 44	402 13
Hudson, .	-	-	1,027 73		1,027 73	-	1,027 73	22,875 31	-	-	388 29
Lexington, .	1,713 19	136 62	471 16		2,320 97	-	2,320 97	31,026 53	500 00	20 00	-
Lincoln, .	-	-	477 68		477 68	-	477 68	7,676 18	1,209 21	46 48	-
Littleton, .	-	177 57	491 84		669 41	-	669 41	6,563 20	3,500 00	210 00	316 40
Lowell, .	30,816 14	39,366 00	36,574 98		106,757 12	-	106,757 12	445,978 33	-	-	-

# SCHOOL RETURNS.

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Malden, . . .	3,300 00	8,000 00	6,225 13	17,525 13	208,287 42	5,600 75	270 44	-	-
Marlborough, .	-	-	2,594 13	2,594 13	57,273 28	-	-	-	-
Maynard, . . .	-	-	1,312 97	1,312 97	18,451 95	-	-	-	-
Medford, . . .	28,000 00	861 03	3,237 88	32,098 91	143,022 86	-	-	-	-
Melrose, . . .	-	761 25	2,612 55	3,373 80	90,333 00	-	-	-	-
Natick, . . .	-	-	1,514 89	1,514 89	45,350 10	-	-	-	-
Newton, . . .	83,000 00	-	9,917 81	92,917 81	325,508 70	-	-	-	3,480 85
North Reading, .	-	-	70 98	70 98	3,102 72	-	-	-	197 49
Pepperell, . . .	-	152 15	368 43	520 63	14,579 73	-	-	-	-
Reading, . . .	8,000 00	-	8,000 00	8,000 00	39,998 98	-	-	-	-
Sherborn, . . .	-	350 00	126 09	476 09	4,346 12	-	-	-	157 98
Shirley, . . .	51,987 00	-	8,306 00	60,293 00	4,613 06	11,040 57	411 71	-	-
Somerville, . . .	-	-	637 10	831 75	381,970 00	-	-	-	-
Stoneham, . . .	-	194 65	84 15	84 15	27,187 50	-	-	-	-
Stow, . . .	-	-	725 05	1,104 90	4,018 40	12,000 00	553 50	-	143 82
Sudbury, . . .	-	379 85	124 49	297 26	6,442 91	3,453 00	46 04	-	254 36
Tewksbury, . . .	-	172 77	90 42	90 42	12,810 69	-	-	-	-
Townsend, . . .	-	-	174 06	174 06	6,862 21	-	-	-	-
Tyngsborough, .	-	-	1,487 50	2,360 35	3,060 70	2,279 16	115 11	-	-
Wakefield, . . .	-	872 85	2,956 53	23,028 89	53,106 29	-	-	-	-
Waltham, . . .	20,072 36	-	2,074 02	2,074 02	122,204 38	-	-	-	-
Watertown, . . .	-	-	83 28	83 28	48,487 37	-	-	-	-
Wayland, . . .	-	-	301 50	682 11	10,981 35	-	-	-	175 41
Westford, . . .	-	380 61	465 00	465 00	10,274 07	-	-	-	-
Weston, . . .	-	-	415 06	465 00	16,986 61	-	-	-	-
Wilmington, . .	3,317 20	-	1,847 81	3,732 28	10,934 84	-	-	-	-
Winchester, . . .	-	15,997 13	17,844 94	17,844 94	67,939 61	-	-	-	276 45
Woburn, . . .	43 82	4,077 15	7,740 05	7,740 05	65,911 14	-	-	-	-
Totals, . . .	\$393,740 96	\$131,681 95	\$120,863 44	\$646,271 26	\$3,451,921 99	\$115,636 28	\$4,894 44	\$10,467 46	

## MIDDLESEX COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1906.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending the year.	Academies.	Private schools.	Principal.	Income.
Acton, . . . . .	\$1,026 40	\$200 00	1	1	1	1	1	1	1	1
Arlington, . . . . .	1,376 40	35 00	1	1	1	1	1	1	1	1
Ashby, . . . . .	1,026 40	35 00	1	1	1	1	1	1	1	1
Ashland, . . . . .	807 29	—	1	1	1	1	1	1	1	1
Ayer, . . . . .	807 29	—	1	1	1	1	1	1	1	1
Bedford, . . . . .	732 29	—	1	1	1	1	1	1	1	1
Belmont, . . . . .	1,025 84	—	1	1	1	1	1	1	1	1
Billerica, . . . . .	967 29	—	1	1	1	1	1	1	1	1
Boxborough, . . . . .	1,025 84	—	1	1	1	1	1	1	1	1
Burlington, . . . . .	967 29	—	1	1	1	1	1	1	1	1
Cambridge, . . . . .	1,025 84	—	1	1	1	1	1	1	1	1
Carlisle, . . . . .	—	—	1	1	1	1	1	1	1	1
Chelmsford, . . . . .	—	43 20	1	1	1	1	1	1	1	1
Concord, . . . . .	961 39	125 00	1	1	1	1	1	1	1	1
Dracut, . . . . .	1,376 39	—	1	1	1	1	1	1	1	1
Danstable, . . . . .	—	—	1	1	1	1	1	1	1	1
Everett, . . . . .	—	—	1	1	1	1	1	1	1	1
Framingham, . . . . .	—	—	1	1	1	1	1	1	1	1
Groton, . . . . .	807 29	—	1	1	1	1	1	1	1	1
Holliston, . . . . .	807 29	—	1	1	1	1	1	1	1	1
Hopkinton, . . . . .	—	10 00	1	1	1	1	1	1	1	1
Hudson, . . . . .	732 29	648 50	1	1	1	1	1	1	1	1
Lexington, . . . . .	1,176 39	—	1	1	1	1	1	1	1	1
Lincoln, . . . . .	—	—	1	1	1	1	1	1	1	1
Littleton, . . . . .	—	—	1	1	1	1	1	1	1	1
Lowell, . . . . .	—	—	1	1	1	1	1	1	1	1
			2	189	9	5,075	15,000 00	—	140,000 00	5,000 00

## SCHOOL RETURNS.

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Malden, . . . . .	544 00	1	266	1	1,310	5,000 00	1,000 00	125,000 00	-
Marlborough, . . . . .	-	1	-	1	247	-	-	65,000 00	-
Maynard, . . . . .	-	-	-	-	-	-	-	-	-
Medford, . . . . .	209 00	-	-	3	25	-	1,000 00	-	-
Melrose, . . . . .	-	-	-	1	31	-	-	-	-
Natick, . . . . .	-	-	-	1	67	-	10,000 00	60,000 00	-
Needham, . . . . .	-	-	-	11	547	34,770 00	50,510 00	-	-
Newton, . . . . .	-	3	288	-	-	-	-	-	-
North Reading, . . . . .	-	-	-	-	-	-	-	-	-
Pepperell, . . . . .	957 30	-	-	1	15	-	600 00	15,633 10	1,628 87
Reading, . . . . .	931 39	-	-	-	-	-	-	-	-
Sherborn, . . . . .	937 30	-	-	-	-	-	-	-	-
Shirley, . . . . .	957 30	-	-	-	-	-	-	-	-
Somerville, . . . . .	-	-	-	2	1,815	-	-	-	-
Stonham, . . . . .	2,800 00	-	-	-	-	-	-	-	-
Stow, . . . . .	-	-	-	-	-	-	-	-	-
Sudbury, . . . . .	1,176 39	-	-	-	-	-	-	-	-
Tewksbury, . . . . .	1,026 39	-	-	-	-	-	-	-	-
Townsend, . . . . .	807 30	-	-	-	-	-	-	-	-
Tyngsborough, . . . . .	807 30	-	-	-	-	-	-	-	-
Wakefield, . . . . .	1,376 39	-	-	-	-	-	-	-	-
Waltham, . . . . .	30 00	1	56	-	1,215	3,000 00	-	105,000 00	280 00
Watertown, . . . . .	-	-	-	3	600	-	-	-	-
Wayland, . . . . .	300 00	-	-	2	-	-	-	-	-
Westford, . . . . .	-	-	-	-	-	-	-	-	-
Weston, . . . . .	1,026 39	-	-	-	-	-	-	-	-
Wilmington, . . . . .	807 30	-	-	-	-	-	-	-	-
Winchester, . . . . .	-	-	-	-	-	-	-	-	-
Woburn, . . . . .	1,000 00	-	-	-	317	-	-	-	-
Totals, . . . . .	\$26,513 22	11	1,057	59	15,569	\$201,160 00	\$133,140 00	\$647,773 10	\$11,960 74

\* United with high school.

## NANTUCKET COUNTY.

TOWNS AND CITIES.	Population—State Census of 1906.	Valuation—May 1, 1906.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1906.				SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils within the year.	No. of different pupils within the year over 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average member-ship.		
Nantucket, . . . .	2,930	\$3,283,002	11	412	304	482	-	47	296	443	409	.92		

## NORFOLK COUNTY.

Avon, . . . . .	1,901	\$908,658	8	319	228	394	-	38	251	345	323	.94
Bellingham, . . . .	1,686	789,710	9	309	214	280	-	8	212	253	234	.92
Braintree, . . . .	6,879	4,981,671	31	1,190	830	1,367	106	111	636	1,289	1,749	.89
Brookline, . . . .	23,436	90,862,400	96	3,486	2,465	4,194	409	539	2,347	3,686	3,401	.92
Canton, . . . . .	4,702	3,887,840	18	815	663	652	8	67	401	570	523	.92
Cohasset, . . . . .	2,727	6,575,535	12	403	287	476	17	55	285	432	388	.90
Dedham, . . . . .	7,774	11,127,534	41	1,368	970	1,684	171	164	960	1,530	1,423	.93
Dorchester, . . . .	636	1,004,234	6	126	91	118	-	9	90	106	95	.90
Foxborough, . . . .	3,384	2,114,130	16	516	422	671	-	69	461	526	491	.93
Franklin, . . . . .	5,244	3,579,245	22	980	723	1,014	4	97	701	914	828	.91
Holbrook, . . . . .	2,509	1,280,553	12	434	323	668	8	27	523	470	434	.92
Hyde Park, . . . .	14,510	12,882,270	49	2,697	1,879	2,279	-	315	1,268	1,933	1,822	.94
Medfield, . . . . .	3,314	1,635,160	7	244	169	257	5	19	170	232	209	.90
Medway, . . . . .	2,650	1,358,010	12	411	290	476	4	46	318	407	367	.90
Mills, . . . . .	1,252	718,945	7	241	168	255	3	34	173	232	210	.91
Milton, . . . . .	7,054	21,762,932	53	1,313	1,061	1,569	132	220	888	1,385	1,257	.93
Needham, . . . . .	4,284	4,503,731	22	836	578	830	8	88	531	791	736	.91
Norfolk, . . . . .	1,069	708,626	5	135	97	162	2	16	91	139	129	.93

# SCHOOL RETURNS.

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Norwood,	.	.	.	6,731	5,421,670	33	1,370	908	1,453	13	143	973	1,392	1,300	.83
Plainville,	.	.	.	1,300	701,567	8	191	140	247	-	27	134	192	171	.90
Quincy,	.	.	.	28,076	28,575,960	115	6,286	4,998	6,041	1	390	4,067	5,518	5,132	.83
Randolph,	.	.	.	4,034	2,012,475	16	662	469	699	6	52	447	610	582	.95
Sharon,	.	.	.	2,085	2,025,622	11	344	262	338	5	30	245	303	273	.90
Stoughton,	.	.	.	5,959	3,298,361	21	985	713	898	8	63	613	802	746	.93
Walpole,	.	.	.	4,003	3,686,280	20	747	530	769	2	91	480	729	669	.92
Wellesley,	.	.	.	6,189	11,924,139	24	788	566	899	24	121	563	827	766	.93
Westwood,	.	.	.	1,136	2,294,908	6	208	163	187	1	4	139	176	162	.92
Weymouth,	.	.	.	11,585	6,968,469	53	2,014	1,457	2,290	19	213	1,428	2,120	1,974	.93
Wrentham,	.	.	.	1,428	1,029,321	8	204	140	232	-	27	165	192	176	.92
Totals,	.	.	.	167,537	\$235,500,546	741	29,622	21,793	31,267	965	3,082	19,779	28,101	25,970	.92

## NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.				LENGTH OF SCHOOLING.			HIGH SCHOOLS.			
	NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		No. of teachers who have graduated from normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggrate of months all the public schools have been kept during the school year.	Avg No. of months the public schools have been kept during the year.	No. of high schools.	Expenditures for port. high school sup.
	Men.	Women.	In high schools.	In elemen- tary schools.							
Nantucket, . . .	1	13	1	-	2	\$120 00	\$35 53	108	9-16	1	\$2,753 11

## NORFOLK COUNTY — CONTINUED.

Avon, . . .	1	8	2	-	6	\$80 00	\$40 25	75-5	9-8	1	\$1,608 00
Bellingham, . . .	-	9	5	1	3	-	42 00	81	9	1	-
Braintree, . . .	2	36	16	3	12	102 00	52 69	300-13	9-8	6	5,680 00
Brookline, . . .	15	149	3	-	59	199 67	80 87	906-19	9-7	22	37,579 68
Canton, . . .	2	19	3	-	6	107 00	52 21	180	10	3	3,232 00
Cohasset, . . .	1	14	4	1	5	150 00	52 57	120	10	4	4,577 36
Dedham, . . .	5	49	6	2	36	146 00	59 12	397-14	9-9	8	10,889 87
Dover, . . .	6	6	1	1	2	-	49 20	55-1	9-3	1	988 36
Foxborough, . . .	1	17	2	2	5	138 95	48 45	145	9	1	3,986 00
Franklin, . . .	2	24	7	-	12	63 00	44 66	106-11	8-17	3	4,500 00
Holbrook, . . .	1	13	2	-	3	114 00	43 60	108-12	9-1	2	2,185 00
Hyde Park, . . .	8	44	10	3	9	137 25	46 07	490	10	14	14,706 00
Medfield, . . .	1	7	2	-	5	80 00	46 07	65-10	9-7	2	2,134 82
Medway, . . .	1	13	3	-	7	103 69	41 25	104-18	8-14	3	2,640 00
Millis, . . .	1	8	2	-	4	-	41 25	61-1	8-14	2	1,300 00
Milton, . . .	5	54	6	-	35	168 47	62 35	484-19	9-12	3	15,600 00
Needham, . . .	2	26	5	1	8	110 00	49 42	207-1	9-8	5	5,332 10
Norfolk, . . .	1	4	-	-	2	60 00	44 50	45-13	8-14	1	893 64

# SCHOOL RETURNS.

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Norwood,	.	2	40	7	1	8	118 25	61 20	302-10	9-6	1	7	149	9-11	7,928 21
Plainville,	.	1	9	3	-	7	100 00	40 33	76-2	9-10	1	3	45	10	2,248 62
Quincy,	.	16	127	14	1	52	120 88	49 98	1,068-15	9-4	1	21	675	9-13	21,894 27
Randolph,	.	3	15	3	-	6	119 29	46 80	147-2	9-4	1	3	99	9-1	3,121 00
Sharon, .	.	1	12	3	-	6	110 00	50 00	108-9	9-17	1	3	60	9-17	2,473 75
Stoughton,	.	1	25	3	1	6	150 00	47 00	186-8	8-17	1	4	75	9-16	3,900 00
Walpole, .	.	3	21	4	-	13	100 00	50 00	193	9-13	1	5	103	9-15	5,795 69
Wellesley,	.	1	38	6	4	17	210 00	57 50	210-6	8-15	1	5	119	9-12	8,481 92
Westwood,	.	1	5	-	-	4	73 00	49 78	56-12	9-8	-	-	-	-	-
Weymouth,	.	7	53	7	6	24	89 29	48 95	500-11	9-9	1	8	245	9-12	9,413 00
Wrentham,	.	1	9	3	-	3	100 00	39 66	75-10	9-8	1	3	41	10	1,896 25
Totals, . .	.	86	804	128	27	364	\$133 69	\$56 53	6,946-2	9-7	27	154	3,710	9-13	\$184,966 54



## NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such purposes diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical and transient service.	Superintendent and assistants.	Text-books and school supplies.	School sundries.			
Nantucket, . . .	\$6,353 25	-	\$1,157 21	\$125 00	-	\$681 67	\$380 28	\$8,697 41	-	\$8,697 41

## NORFOLK COUNTY — CONTINUED.

Avon, . . .	\$4,556 15	-	\$1,268 50	-	\$400 00	\$672 64	\$329 35	\$7,236 64	\$1,696 25	\$5,550 39
Bellingham, . .	3,278 00	\$1,079 25	1,149 98	-	616 66	441 87	195 94	6,761 40	1,746 28	5,015 12
Braintree, . . .	20,449 00	1,194 12	4,691 09	\$36 00	1,500 00	1,762 86	522 01	30,155 08	414 20	29,740 88
Brookline, . . .	134,570 64	1,869 75	29,425 78	3,000 00	4,000 00	13,098 30	6,517 38	192,681 85	-	192,681 85
Canton, . . .	12,710 00	102 60	2,558 11	28 00	1,000 00	1,763 86	-	18,169 47	167 50	17,991 97
Cohasset, . . .	9,536 00	2,866 50	2,193 38	115 00	750 00	1,260 89	311 05	17,032 82	127 63	16,905 19
Dedham, . . .	37,351 23	591 77	7,189 34	100 00	2,200 00	3,046 98	616 04	51,095 36	1,416 39	49,678 97
Dover, . . .	3,629 58	1,043 06	606 74	-	300 00	188 66	95 98	5,864 05	1,480 40	4,383 65
Foxborough, . .	8,916 78	1,084 00	2,847 48	175 00	900 00	733 10	548 94	15,205 30	2,015 89	13,189 41
Franklin, . . .	12,771 77	2,815 63	4,081 66	4 75	1,088 92	1,488 62	714 11	22,915 36	672 50	22,242 86
Holbrook, . . .	6,103 25	-	863 94	160 00	500 00	792 33	776 02	9,186 54	1,614 59	7,570 95
Hyde Park, . . .	34,571 43	-	7,891 09	175 00	2,500 00	4,068 29	3,214 11	52,409 92	-	52,409 92
Medfield, . . .	4,650 31	441 17	1,039 14	111 50	800 00	592 86	170 57	7,806 55	1,805 55	6,000 00
Medway, . . .	6,022 50	830 00	1,019 37	75 00	680 00	1,023 09	286 51	9,946 47	2,507 77	7,438 70
Mills, . . .	3,328 60	773 50	785 53	69 00	500 00	318 74	121 78	5,897 15	1,730 42	4,166 73
Milton, . . .	44,780 62	1,747 60	10,212 23	408 01	2,400 00	3,687 22	1,516 82	64,750 40	-	64,750 40
Nedham, . . .	16,378 50	135 01	3,821 67	91 50	800 00	1,520 02	448 14	22,194 74	-	22,194 74
Norfolk, . . .	2,368 02	895 62	556 96	117 25	500 00	206 04	43 57	4,708 46	1,491 96	3,216 46

# SCHOOL RETURNS.

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Norwood, . . . . .	24,800 42	685 00	5,477 60	100 00	1,883 33	2,573 72	974 20	36,474 27	35 50	36,438 77
Plainville, . . . . .	3,987 50	57 50	1,169 92	120 00	375 00	315 11	375 44	6,400 47	-	6,400 47
Quincy, . . . . .	86,831 20	1,002 20	14,136 85	760 00	2,500 00	6,664 76	3,351 49	115,236 50	236 50	115,000 00
Randolph, . . . . .	10,219 15	240 00	1,434 15	340 00	600 00	1,260 04	1,305 65	15,398 99	1,284 24	14,114 75
Sharon, . . . . .	7,403 15	232 58	1,671 67	35 00	338 25	1,076 45	28 85	10,785 95	2,022 03	8,763 92
Stoughton, . . . . .	12,040 25	36 25	2,941 00	327 00	660 00	2,197 10	679 49	18,881 09	887 40	17,993 69
Walpole, . . . . .	14,121 49	1,425 00	3,582 60	19 00	1,083 33	2,231 62	694 33	23,157 37	1,071 12	22,086 25
Wellesley, . . . . .	24,138 55	-	4,965 80	161 73	1,500 00	3,548 00	1,588 84	35,890 92	152 50	35,738 42
Westwood, . . . . .	4,321 50	625 70	979 95	156 65	500 00	539 01	335 30	7,458 11	1,209 31	6,248 80
Weymouth, . . . . .	33,732 29	1,841 00	8,217 67	321 87	1,828 80	4,304 40	789 54	51,635 57	199 56	51,436 02
Wrentham, . . . . .	5,818 00	802 25	1,238 89	105 00	525 00	1,003 49	278 19	9,770 82	2,424 43	7,346 39
Totals, . . . . .	\$592,513 88	\$24,397 89	\$127,967 99	\$7,067 26	\$33,029 29	\$62,969 67	\$26,839 64	\$874,795 62	\$28,199 93	\$846,595 69

## NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Amount included in the preceding column.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.		Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Log tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.						Principal.	Income.	
Nantucket, . . .	-	-	\$284 44	\$284 44	-	\$284 44	\$284 44	\$8,981 86	-	-	\$340 80

## NORFOLK COUNTY — CONTINUED.

Avon, . . .	-	\$134 73	\$755 39	\$890 12	-	\$890 12	\$890 12	\$6,440 61	-	-	\$280 46
Bellingham, . . .	-	-	68 64	68 64	-	68 64	68 64	5,083 76	-	-	880 66
Braintree, . . .	\$18,025 72	1,030 28	1,383 59	20,439 59	-	20,439 59	20,439 59	50,180 47	\$7,000 00	\$350 00	-
Brookline, . . .	2,200 00	24,011 78	8,409 43	34,621 21	-	34,621 21	34,621 21	227,203 06	-	-	-
Canton, . . .	-	-	693 50	693 50	-	693 50	693 50	18,685 47	-	-	649 94
Cobasset, . . .	-	-	818 08	818 08	-	818 08	818 08	17,723 27	1,000 00	35 30	470 13
Dedham, . . .	-	691 41	2,095 28	2,776 69	-	2,776 69	2,776 69	62,455 66	-	-	222 86
Dover, . . .	-	-	165 96	165 96	-	165 96	165 96	4,549 61	-	-	1,542 17
Foxborough, . . .	-	-	142 02	142 02	-	142 02	142 02	13,331 43	-	-	-
Franklin, . . .	-	-	798 70	798 70	-	798 70	798 70	23,041 96	-	-	-
Holbrook, . . .	-	-	400 00	400 00	-	400 00	400 00	7,970 99	-	-	-
Hyde Park, . . .	-	1,680 00	900 00	2,580 00	-	2,580 00	2,580 00	54,959 92	3,540 00	141 60	-
Medford, . . .	-	-	794 06	794 06	-	794 06	794 06	6,791 66	-	-	-
Medway, . . .	-	-	1,362 95	1,362 95	-	1,362 95	1,362 95	8,791 66	-	-	-
Mills, . . .	-	300 00	131 41	431 41	-	431 41	431 41	4,698 14	-	-	-
Milton, . . .	3,939 79	160 00	1,704 69	5,794 48	-	5,794 48	5,794 48	70,544 88	-	-	-
Needham, . . .	3,384 21	167 02	1,014 20	4,565 43	-	4,565 43	4,565 43	26,760 17	-	-	-
Norfolk, . . .	-	202 81	168 63	371 44	-	371 44	371 44	3,587 92	-	-	176 80

## SCHOOL RETURNS.

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Norwood,	2,527 32	2,527 32	2,527 32	2,527 32	38,966 09	500 00	15 00	-
Plainville,	21,126 28	21,126 28	21,126 28	21,126 28	27,528 75	727 30	30 51	343 89
Quincy,	-	-	-	-	116,000 00	1,000 00	40 00	-
Randolph,	95 33	95 33	95 33	95 33	14,210 08	17,286 33	856 62	553 93
Sharon,	324 53	324 53	324 53	324 53	9,184 42	12,510 00	682 69	-
Stoughton,	1,134 43	1,134 43	1,134 43	1,134 43	19,128 12	1,000 00	38 17	-
Walpole,	1,162 11	1,162 11	1,162 11	1,162 11	29,070 50	-	-	482 87
Wellesley,	1,532 27	1,532 27	1,532 27	1,532 27	37,594 99	-	-	-
Westwood,	304 25	304 25	304 25	304 25	6,681 89	-	-	636 12
Weymouth,	1,595 75	1,595 75	1,595 75	1,595 75	56,382 48	1,090 96	53 21	309 36
Wrentham,	40 00	40 00	40 00	40 00	7,386 39	-	-	-
Totals,	\$32,217 46	\$117,208 49	\$117,208 49	\$117,208 49	\$963,804 18	\$45,654 59	\$2,243 10	\$7,222 58
	\$36,495 03	\$48,486 00	\$48,486 00	\$48,486 00				

## NANTUCKET COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1906.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Nantucket, . . . . .	-	-	-	-	-	-	-	-	\$66,761 00	\$3,000 00

## NORFOLK COUNTY — CONCLUDED.

Avon, . . . . .	\$987 29	-	-	-	-	-	\$1,000 00	-	\$325,000 00	-
Bellingham, . . . . .	1,176 40	\$175 00	1	125	2	333	-	\$3,900 00	-	\$19,000 00
Brantree, . . . . .	-	1,688 79	-	-	1	284	-	-	-	-
Brookline, . . . . .	-	-	-	-	-	-	-	-	-	-
Canton, . . . . .	-	50 00	-	-	-	-	-	1,000 00	-	-
Cohasset, . . . . .	-	-	-	-	-	-	-	-	-	-
Dedham, . . . . .	-	-	-	-	-	30	-	-	-	-
Dover, . . . . .	987 29	-	-	-	-	-	-	-	-	-
Foxborough, . . . . .	961 39	-	-	-	-	-	-	-	-	-
Franklin, . . . . .	-	50 00	1	184	-	-	10,300 00	-	251,990 00	5,961 00
Holbrook, . . . . .	807 29	-	-	-	-	-	-	-	-	-
Hyde Park, . . . . .	-	-	-	-	-	-	-	-	-	-
Medfield, . . . . .	807 29	-	-	-	3	866	-	-	-	-
Medway, . . . . .	807 29	-	-	-	-	-	-	-	-	-
Mills, . . . . .	987 29	21 27	-	-	-	-	-	-	-	-
Milton, . . . . .	-	-	-	-	-	-	-	-	-	-
Needham, . . . . .	-	-	-	-	-	-	-	-	-	-
Norfolk, . . . . .	987 30	8 00	-	-	-	-	-	-	-	-

## SCHOOL RETURNS.

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[illegible]

## PLYMOUTH COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1906.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.									
	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 16 and 18 years of age.	No. of all ages in the public schools during the school year.	No. of different pu- pils within the year under 5 years of age.	No. of different pu- pils within the year over 15 years of age.	No. of different pu- pils within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.			
Abington,	852	603	1,037	1	67	608	931	870	.93			
Bridgewater,	713	519	966	45	152	602	861	800	.93			
Brockton,	8,072	6,061	8,341	7	814	5,897	7,512	7,068	.94			
Carver,	209	154	196	1	10	153	169	149	.88			
Duxbury,	225	182	285	1	35	192	236	213	.90			
East Bridgewater,	497	392	565	1	68	369	534	493	.92			
Hallifax,	77	48	89	1	2	60	64	55	.85			
Hanson,	333	241	392	3	45	244	358	336	.94			
Hingham,	237	174	254	5	7	174	222	200	.90			
Hull,	698	502	903	1	157	501	843	779	.92			
Kingston,	222	169	218	1	9	150	180	169	.94			
Lakeville,	363	263	437	3	37	294	405	376	.93			
Marion,	146	105	147	1	4	113	126	109	.87			
Marshfield,	134	95	134	1	8	95	121	111	.92			
Mattapoisett,	257	174	301	3	32	216	259	229	.88			
Middleborough,	215	175	193	1	18	132	174	159	.91			
Norwell,	1,190	841	1,368	4	28	889	1,211	1,133	.94			
Pembroke,	227	146	243	3	13	159	225	201	.89			
Plymouth,	179	128	195	3	13	130	172	156	.91			
Plymouth,	1,299	1,299	1,906	1	132	1,326	1,776	1,651	.93			
Rochester,	63	41	70	1	3	41	56	49	.88			
Rockland,	159	106	166	2	6	134	138	119	.86			
Schuene,	1,068	743	1,147	9	124	758	1,109	1,042	.94			
Wareham,	431	308	517	5	66	308	436	396	.91			
Wareham,	590	443	676	1	60	515	583	529	.91			

West Bridgewater,	2,006	1,123,222	10	328	238	329	1	4	239	307	283	.92
Whitman,	6,621	4,312,825	25	1,155	840	1,253	4	143	830	1,206	1,140	.95
Totals,	127,832	\$94,802,978	540	20,423	14,982	22,324	98	2,232	15,119	20,214	18,837	.93

## SUFFOLK COUNTY.

Boston,	595,390	\$1,259,731,682	1,997	101,865	70,282	102,880	2,873	9,390	58,168	91,409	82,561	.90
Chelsea,	37,289	25,109,797	136	7,232	5,777	6,883	-	499	4,460	6,147	5,678	.92
Revere,	12,659	12,283,200	66	2,759	1,860	2,761	5	226	1,906	2,605	2,439	.94
Winthrop,	7,034	9,244,300	29	1,263	896	1,439	-	178	923	1,247	1,122	.90
Totals,	652,362	\$1,306,348,979	2,228	113,149	78,837	113,963	2,878	10,293	65,457	101,408	91,800	.91



## PLYMOUTH COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.				LENGTH OF SCHOOLING.		HIGH SCHOOLS.			
	NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		Average wages per month of male teachers.	Average wages per month of female teachers.	No. of teachers who have graduated from normal schools.	Aggregate of months all the public schools have been kept during the year.	Average No. of months the public schools have been kept during the year.	Expenditures for high school support.
	Men.	Women.	In high schools.	In elementary schools.						
Abington, . . . . .	3	24	5	1	17	\$105 00	17	179-5	8-19	\$7,500 00
Bridgewater, . . . . .	3	29	6	1	26	153 00	26	221-12	8-17	7,559 29
Brockton, . . . . .	14	191	19	1	111	164 16	111	1,673-2	9-15	28,457 29
Carver, . . . . .	3	8	2	1	3	45 33	3	90-1	9	1,175 00
Duxbury, . . . . .	1	11	1	-	4	40 00	4	88-7	8-16	1,640 00
East Bridgewater, . . . . .	1	17	3	-	14	110 00	14	122-3	8-14	2,328 27
Halifax, . . . . .	1	4	3	1	4	51 52	4	41-5	8-7	-
Hanover, . . . . .	2	11	3	1	-	77 02	-	83-4	9-6	2,215 01
Hanson, . . . . .	1	7	-	-	2	48 00	2	70	8-16	-
Hingham, . . . . .	5	20	6	2	17	110 00	17	200	10	7,105 68
Hull, . . . . .	2	6	-	-	6	85 00	6	77-12	9-14	-
Kingston, . . . . .	1	13	2	-	6	100 00	6	107-19	9	2,861 36
Lakeville, . . . . .	-	6	-	-	4	-	4	51-5	8-10	-
Marion, . . . . .	1	5	-	1	2	50 00	2	54	9	10,000 00
Marshfield, . . . . .	1	11	2	-	3	90 00	3	58-1	8-15	2,414 07
Matapoisett, . . . . .	1	6	1	1	3	75 00	3	63-11	9-7	891 41
Middleborough, . . . . .	5	35	3	-	9	106 25	9	289-10	9-6	7,850 00
Norwell, . . . . .	1	7	3	-	3	90 00	3	76-10	9-11	2,504 28
Pembroke, . . . . .	1	8	3	-	3	64 00	3	62-1	8-17	772 39
Plymouth, . . . . .	1	7	4	-	16	96 00	16	474-10	9-14	7,172 70
Plymouth, . . . . .	6	51	4	2	-	-	-	25-15	8-12	-
Rochester, . . . . .	-	3	-	-	3	46 66	3	52-5	8-17	-
Rochester, . . . . .	1	5	-	-	6	46 66	6	233-11	9-6	6,025 69
Rockland, . . . . .	5	26	-	-	14	85 00	14	114	9-10	2,600 00
Schuate, . . . . .	1	12	2	1	2	106 00	2	114	9	3,154 99
Wareham, . . . . .	1	22	3	-	8	106 06	8	190	9	-

# SCHOOL RETURNS.

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West Bridgewater, .	11	7	45 03	85-15	8-11	1†	8	27	8	-
Whitman, .	2	17	107 50	240	9-12	1	6	159	9-13	6,179 77
Totals, . . .	63	308	\$108 98	5,075-14	9-8	21	105	2,505	9-11	\$108,407 20

## SUFFOLK COUNTY — CONTINUED.

Boston, . . .	282	2,120	155	91	1,752	\$211 25	\$70 65	19,171	9-12	13	285	8,115	124-3	\$627,604 74
Chelsea, . . .	8	145	9	5	80	166 87	62 60	1,139-5	8-7	1	18	428	8-18	20,657 53
Roxbury, . . .	3	73	5	1	32	115 00	56 39	606-14	9-4	1	8	160	9-9	7,694 91
Winthrop, . . .	5	33	6	1	22	120 00	58 63	265-7	9-3	1	7	145	9-3	8,800 00
Totals, . . .	298	2,371	175	98	1,886	\$207 56	\$69 55	21,182-6	9-10	16	318	8,848	9-10	\$664,757 18

\* Partridge Academy.

† Tabor Academy.

‡ Howard Seminary.

## PLYMOUTH COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for each school, diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendents and assistants.	Text-books and school supplies.	School sundries.			
Abington, . . . . .	\$15,962 00	\$880 00	\$3,212 25	\$337 00	\$938 33	\$1,890 45	\$818 65	\$24,048 68	\$625 00	\$23,423 68
Bridgewater, . . . . .	23,570 00	625 05	1,693 77	—	968 33	1,958 26	685 33	29,480 74	9,648 00	19,842 74
Brockton, . . . . .	135,977 06	75 00	28,183 66	1,127 15	2,800 00	11,951 30	4,144 54	184,258 71	275 46	183,983 25
Carver, . . . . .	3,924 00	333 00	606 65	291 26	600 00	460 98	48 91	6,284 80	1,540 54	4,724 26
Duxbury, . . . . .	6,112 16	—	811 74	63 19	500 00	482 47	14 00	6,983 66	1,168 99	5,814 67
East Bridgewater, . . . . .	8,259 80	560 00	1,578 75	—	700 00	616 76	407 26	12,122 57	1,449 07	10,673 50
Halifax, . . . . .	1,397 49	418 04	71 00	10 00	266 66	58 44	40 69	2,262 32	1,262 32	1,000 00
Hanover, . . . . .	5,983 25	459 80	877 04	135 07	500 00	784 30	31 60	8,770 99	1,038 67	7,732 32
Hanson, . . . . .	3,691 14	123 75	217 21	137 47	500 00	385 19	143 38	5,098 14	1,879 49	3,218 65
Hingham, . . . . .	14,716 00	1,000 00	4,356 85	115 00	1,300 00	1,787 40	756 30	24,031 55	1,943 50	22,088 05
Hull, . . . . .	4,255 38	1,275 80	2,064 96	235 00	275 00	1,492 71	548 27	9,137 22	—	9,137 22
Kingston, . . . . .	7,053 00	509 50	1,348 14	183 55	600 00	809 76	375 86	10,879 81	1,863 29	9,016 52
Lakeville, . . . . .	2,660 00	541 50	169 88	63 71	400 00	234 09	6 25	4,115 43	2,618 23	1,497 20
Marion, . . . . .	2,755 50	507 50	667 81	159 75	512 50	582 17	22 41	5,207 64	1,221 92	3,985 72
Marshfield, . . . . .	5,353 18	899 90	532 64	205 00	500 00	264 61	236 90	7,992 23	1,331 93	6,660 30
Matapoisett, . . . . .	3,427 25	557 44	914 01	100 50	360 00	393 77	113 08	5,866 05	1,824 49	4,041 56
Middleborough, . . . . .	19,646 90	2,736 00	3,397 87	163 00	1,800 00	1,629 60	587 78	29,761 15	2,256 00	27,505 15
Norwell, . . . . .	3,823 00	2,221 00	872 25	94 45	500 00	545 41	78 49	7,832 60	2,290 05	5,542 55
Pembroke, . . . . .	3,114 50	127 50	285 78	82 00	500 00	240 63	24 62	4,375 03	1,412 01	2,963 02
Plymouth, . . . . .	29,306 02	504 49	7,219 76	100 00	2,000 00	2,961 12	734 21	42,825 60	18 25	42,807 35
Plympton, . . . . .	1,325 00	58 00	211 47	55 00	200 00	169 63	64 60	2,083 70	681 11	1,402 59
Rochester, . . . . .	2,566 50	524 70	202 17	56 80	450 00	260 97	47 05	4,108 19	1,475 89	2,632 30
Rockland, . . . . .	18,618 75	33 00	3,653 04	—	836 67	2,654 88	825 22	26,531 56	617 00	25,914 56
Schuette, . . . . .	6,766 89	3,218 04	2,039 06	184 00	600 00	968 70	128 04	13,702 75	494 17	13,208 58
Wareham, . . . . .	9,280 00	802 85	1,683 18	320 80	900 00	1,244 90	748 27	15,080 00	760 00	14,320 00

West Bridgewater,	4,832 01	643 40	771 17	40 82	500 00	371 21	44 63	7 203 24	1,650 47	5,552 77
Whitman, . . .	17,382 30	-	4,400 99	165 00	1,000 00	2,660 35	743 65	26,352 29	777 06	25,575 23
Totals, . . .	\$360,559 08	\$19,635 36	\$71,733 12	\$4,425 45	\$20,967 49	\$36,648 06	\$12,417 99	\$526,386 55	\$42,112 91	\$484,273 64

## SUFFOLK COUNTY — CONTINUED.

Boston, . . .	\$2,684,746 20	\$279 15	\$386,037 15	\$55,436 74	\$28,135 33	\$86,091 16	\$100,390 44	\$3,341,116 17	\$60,916 60	\$3,280,199 57
Chelsea, . . .	115,754 38	90 00	19,308 99	1,925 00	2,800 00	10,146 83	2,258 46	152,283 66	220 98	152,062 68
Revere, . . .	46,445 16	18 00	11,892 05	800 00	2,000 00	5,563 35	4,772 05	71,480 61	68 71	71,421 90
Winthrop, . . .	24,809 00	150 00	4,577 09	75 00	1,660 00	2,775 05	1,286 04	35,332 18	-	35,332 18
Totals, . . .	\$2,871,754 74	\$537 15	\$421,815 28	\$58,236 74	\$34,595 33	\$104,576 39	\$108,706 99	\$3,600,222 62	\$61,206 29	\$3,539,016 33

BOARD OF EDUCATION.

## PLYMOUTH COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.				Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Log tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.						Principal.	Income.	
Abington, . . . . .	-	\$590 40	\$729 44		\$1,319 84	-	\$1,319 84	\$24,743 62	-	-	\$1,318 50
Bridgewater, . . . . .	-	900 00	438 85		1,338 85	-	1,338 85	21,181 59	\$6,300 00	\$281 36	1,794 19
Brookton, . . . . .	-	-	5,702 27		5,702 27	-	5,702 27	189,685 62	-	-	-
Carver, . . . . .	-	-	430 92		430 92	\$60 57	370 35	5,094 61	8,000 00	360 00	-
Duxbury, . . . . .	\$1,120 00	74 50	324 77		1,444 77	-	1,444 77	7,269 34	-	-	301 78
East Bridgewater, . . . . .	-	-	-		363 96	-	363 96	11,037 46	-	-	464 04
Hallifax, . . . . .	4,825 00	-	-		4,825 00	-	4,825 00	5,825 00	-	-	-
Hanover, . . . . .	-	51 99	343 38		395 37	-	395 37	8,127 69	-	-	260 85
Hanson, . . . . .	-	-	195 94		195 94	-	195 94	3,414 59	-	-	-
Hingham, . . . . .	-	200 00	385 96		585 96	-	585 96	22,674 01	1,000 00	35 30	1,149 63
Hull, . . . . .	-	237 35	1,373 62		1,610 97	-	1,610 97	10,748 19	-	-	161 38
Kingston, . . . . .	-	-	389 81		389 81	-	389 81	9,406 33	-	-	205 93
Lakeville, . . . . .	-	-	58 64		58 64	-	58 64	1,555 84	-	-	430 40
Marion, . . . . .	-	174 29	169 65		343 94	-	343 94	4,329 66	-	-	-
Marshfield, . . . . .	-	-	78 43		78 43	-	78 43	6,738 73	9,868 50	385 78	-
Matapoisett, . . . . .	-	91 14	129 32		220 46	-	220 46	4,282 02	-	-	-
Middleborough, . . . . .	-	108 00	894 00		1,000 00	-	1,000 00	28,505 15	-	-	336 25
Norwell, . . . . .	-	389 46	78 41		467 87	-	467 87	6,010 42	-	-	121 25
Pembroke, . . . . .	-	-	256 70		256 70	-	256 70	3,219 72	-	-	-
Plymouth, . . . . .	20,866 58	-	3,075 14		24,061 72	-	24,061 72	66,869 07	365 00	18 25	99 20
Plympton, . . . . .	-	36 00	48 10		84 10	-	84 10	1,486 69	-	-	258 11
Rochester, . . . . .	-	-	191 72		191 72	-	191 72	2,824 02	8,100 00	403 17	-
Rockland, . . . . .	-	263 19	786 22		1,041 41	-	1,041 41	26,956 97	-	-	-
Scituate, . . . . .	-	645 11	355 44		1,000 55	-	1,000 55	14,209 13	-	-	-
Wareham, . . . . .	-	742 32	742 32		742 32	-	742 32	15,072 32	-	-	369 98

West Bridgewater, .	12,898 29	128 28	278 85	407 13	-	407 13	5,869 90	-	-	1,607 63
Whitman, .	-	-	691 70	13,689 99	-	13,689 99	39,166 22	-	-	-
Totals, . .	\$39,829 87	\$3,877 71	\$18,441 06	\$62,148 64	\$60 57	\$62,088 07	\$546,361 71	\$33,623 60	\$1,473 86	\$8,879 12

## SUFFOLK COUNTY — CONTINUED.

Boston, .	\$1,033,829 17	\$336,700 00	-	\$1,370,529 17	-	\$1,370,529 17	\$4,650,728 74	\$127,975 00	\$4,858 63	\$52,830 04
Chelsea, .	976 05	21,204 50	\$8,586 82	30,767 37	-	30,767 37	182,830 05	-	-	-
Rivers, .	-	1,060 62	1,385 50	2,446 12	-	2,446 12	73,868 02	-	-	1,071 18
Winthrop, .	-	600 00	1,443 22	2,043 22	-	2,043 22	37,375 40	-	-	733 25
Totals, . .	\$1,034,806 22	\$359,566 12	\$11,415 54	\$1,405,785 88	-	\$1,405,785 88	\$4,944,802 21	\$127,975 00	\$4,858 63	\$54,634 47

## PLYMOUTH COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1906.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Abington,	-	-	-	-	-	-	-	-	-	-
Bridgewater,	-	-	-	-	-	-	-	-	-	-
Brockton,	-	-	-	-	-	-	-	-	-	-
Carver,	\$675 84	-	-	-	4	910	-	\$3,240 00	-	-
Duxbury,	675 84	-	-	-	1	54	-	2,560 00	\$24,000 00	\$1,000 00
East Bridgewater,	807 29	\$50 00	-	-	-	-	-	-	-	-
Halifax,	1,025 84	-	-	-	-	-	-	-	-	-
Hanover,	807 29	-	-	-	-	-	-	-	-	-
Hanson,	957 29	-	-	-	-	-	-	-	-	-
Hingham,	-	-	-	41	-	-	\$1,366 00	-	38,000 00	729 00
Hull,	-	-	1	-	-	-	-	-	-	-
Kingston,	1,026 39	-	-	-	-	-	-	-	-	-
Lakerville,	1,176 39	-	-	-	-	-	-	-	-	-
Marion,	686 20	-	-	-	-	-	-	-	-	-
Marshfield,	807 29	-	-	-	-	-	-	-	-	-
Mattapoisett,	1,026 39	-	-	-	-	-	-	-	-	-
Middleborough,	-	110 00	1	19	-	-	-	-	250,000 00	11,000 00
Norwell,	1,176 39	-	-	-	-	-	-	-	-	-
Pembroke,	825 83	-	-	-	-	-	-	-	-	-
Plymouth,	-	-	-	-	-	-	-	-	-	-
Rockland,	500 00	-	-	-	-	-	-	-	-	-
Rockham,	825 83	-	-	-	-	-	-	-	-	-
Scituate,	-	-	-	-	-	-	-	-	-	-
Wareham,	-	-	-	-	-	-	-	-	-	-

West Bridgewater, . . .	1,028 39	-	1	58	-	-	6,600 00	-	145,833 65	5,834 50
Whitman, . . .	-	-	-	-	-	-	-	-	-	-
Totals, . . .	\$13,928 49	\$160 00	3	118	5	964	\$7,966 00	\$5,800 00	\$457,833 65	\$18,563 50

## SUFFOLK COUNTY — CONCLUDED.

Boston, . . .	-	-	4	432	92	24,403	\$27,608 46	\$460,153 52	\$3,249,023 95	\$116,023 32
Chelsea, . . .	-	\$1,356 00	-	-	1	1,035	-	-	-	-
Revere, . . .	-	-	-	-	-	-	-	-	-	-
Winthrop, . . .	-	-	-	-	-	-	-	-	-	-
Totals, . . .	-	\$1,356 00	4	432	93	25,438	\$27,608 46	\$460,153 52	\$3,249,023 95	\$116,023 32



## WORCESTER COUNTY.

TOWNS AND CITIES.	SCHOOL CENSUS DATA SEPT. 1, 1905.		Valuation — May 1, 1906.	No. of public schools.	SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.									
	No. of persons in towns between 5 and 16 years of age.	No. of persons in towns between 17 and 14 years of age.			No. of different pupils of all ages in the public schools during the year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 16 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.			
Abnurnham, . . . . .	1,851	363	\$922,460	13	274	381	4	77	252	338	316	.93		
Athol, . . . . .	7,197	1,196	4,264,796	24	833	1,226	3	171	831	1,124	1,037	.92		
Anbarn, . . . . .	2,006	398	986,000	10	296	350	3	4	262	286	245	.86		
Barre, . . . . .	2,638	423	1,625,310	14	309	406	6	55	271	356	314	.88		
Berlin, . . . . .	906	173	645,260	5	127	191	—	3	150	159	141	.90		
Blackstone, . . . . .	5,786	1,152	2,307,809	26	939	1,110	24	40	900	1,038	964	.92		
Bolton, . . . . .	762	101	487,688	4	84	129	1	21	76	111	101	.91		
Boylston, . . . . .	649	120	451,674	4	78	122	—	4	91	105	96	.91		
Brookfield, . . . . .	2,388	420	1,266,235	16	312	506	6	72	317	434	406	.94		
Charlton, . . . . .	2,089	375	1,258,355	14	290	444	5	4	327	345	285	.82		
Clinton, . . . . .	13,105	2,437	7,971,379	47	1,713	2,253	10	116	1,695	2,049	1,917	.94		
Dana, . . . . .	763	133	353,402	5	101	129	—	2	98	122	108	.88		
Donglas, . . . . .	2,120	388	1,176,011	11	263	382	—	22	292	319	287	.90		
Dudley, . . . . .	3,818	792	1,412,260	15	641	462	8	15	392	360	334	.83		
Fitchburg, . . . . .	33,021	6,539	25,270,731	116	4,736	4,282	26	449	2,877	3,922	3,709	.94		
Gardner, . . . . .	12,012	2,118	6,641,838	39	1,490	1,671	12	180	1,000	1,657	1,486	.94		
Grafton, . . . . .	5,052	898	2,378,034	22	632	892	—	66	651	827	767	.93		
Hardwick, . . . . .	3,261	580	1,650,423	15	443	475	—	40	327	396	359	.90		
Harvard, . . . . .	1,077	137	1,102,851	6	107	164	1	8	127	137	127	.93		
Holden, . . . . .	2,640	508	1,416,369	16	417	499	7	4	401	440	399	.90		
Hopedale, . . . . .	2,048	310	5,037,682	12	217	381	16	54	217	333	311	.83		
Hubbardston, . . . . .	1,205	207	638,325	9	155	222	—	16	166	200	180	.90		
Lancaster, . . . . .	2,406	423	3,365,164	12	343	367	—	37	268	340	309	.90		
Leicester, . . . . .	3,414	620	2,137,980	22	476	702	3	43	505	636	583	.92		
Leominster, . . . . .	14,297	2,643	9,376,305	47	1,722	2,284	10	261	1,434	2,067	1,921	.93		
Lenoxburg, . . . . .	1,283	226	983,283	8	168	241	—	25	138	196	178	.91		
Mendon, . . . . .	922	140	638,020	6	112	167	—	19	114	149	138	.83		

## SCHOOL RETURNS.

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Millford, . . . . .	12,106	6,380,612	42	1,915	1,346	1,648	6	162	1,109	1,462	1,395	.96
Millbury, . . . . .	4,631	2,292,305	19	935	636	858	3	51	964	746	673	.90
New Braintree, . . . . .	477	402,610	4	89	68	400	2	2	70	69	64	.93
Northborough, . . . . .	1,947	1,827,284	9	368	285	400	2	34	282	352	318	.90
Northbridge, . . . . .	7,400	3,836,723	32	1,386	1,014	1,510	2	103	1,027	1,347	1,294	.96
North Brookfield, . . . . .	2,617	1,664,388	11	541	366	465	3	72	286	436	408	.93
Oakham, . . . . .	519	350,137	5	87	61	97	1	12	64	83	79	.96
Oxford, . . . . .	2,927	1,621,565	16	631	496	640	3	28	464	552	488	.88
Paxton, . . . . .	444	338,077	3	94	64	83	2	2	66	73	64	.88
Peterham, . . . . .	855	676,284	5	140	94	120	2	2	84	109	102	.94
Phillipston, . . . . .	442	285,187	3	64	50	79	2	1	55	68	59	.88
Princeton, . . . . .	907	973,081	7	176	146	163	2	16	111	147	133	.91
Royalston, . . . . .	903	499,600	6	186	109	165	3	16	123	128	116	.91
Rutland, . . . . .	1,713	716,530	7	237	173	265	1	16	228	231	209	.91
Shrewsbury, . . . . .	1,866	1,372,986	10	304	275	307	2	28	224	268	243	.91
Southborough, . . . . .	1,331	1,444,864	9	318	227	375	6	39	247	334	292	.88
Southbridge, . . . . .	11,000	4,698,561	31	2,113	1,486	1,237	7	120	780	960	904	.92
Spencer, . . . . .	7,121	3,535,070	30	1,345	985	1,150	24	108	717	1,044	979	.94
Sterling, . . . . .	1,315	913,080	7	201	140	246	5	13	154	201	181	.90
Sturbridge, . . . . .	1,974	971,225	12	332	243	377	1	6	292	317	302	.96
Sutton, . . . . .	3,173	1,259,537	18	635	430	689	1	14	531	539	454	.84
Templeton, . . . . .	3,783	1,439,288	17	679	481	616	4	15	421	561	506	.90
Upton, . . . . .	2,024	1,064,406	9	337	244	340	6	42	249	330	309	.93
Uxbridge, . . . . .	3,881	2,534,965	23	741	529	818	6	48	588	706	639	.91
Warren, . . . . .	4,300	1,762,743	15	801	531	604	6	88	580	597	566	.95
Webster, . . . . .	10,018	6,032,924	20	2,033	1,490	716	3	61	465	635	590	.93
Westborough, . . . . .	5,378	3,127,120	15	666	507	745	6	73	504	679	631	.92
West Boylston, . . . . .	1,671	664,942	7	206	136	247	1	96	214	196	183	.96
West Brookfield, . . . . .	1,384	848,709	7	159	145	196	1	3	142	174	167	.90
Westminster, . . . . .	1,348	720,380	11	168	138	239	3	26	179	242	218	.90
Winchendon, . . . . .	5,933	3,099,775	25	1,098	792	1,218	3	110	853	1,077	1,002	.93
Worcester, . . . . .	128,135	120,865,502	456	21,610	16,242	22,170	809	2,209	14,179	19,615	17,857	.91
Totals, . . . . .	362,668	\$263,324,162	1,429	64,234	47,081	59,360	1,055	5,440	39,841	52,602	48,422	.92

## WORCESTER COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.					LENGTH OF SCHOOLING.			HIGH SCHOOLS.					
	NUMBER OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBER OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		No. of teachers who have graduated from normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Ave No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Expenditures for high school sup- port.
	Men.	Women.	In high schools.	In elemen- tary schools.										
Ashburnham, . . . . .	1	12	6	1	4	\$116 25	\$38 18	109-17	8-9	1	12	59	9-12	\$1,640 18
Athol, . . . . .	2	24	6	1	12	130 00	55 00	222-13	9-5	1	6	184	9-15	962 28
Arbun, . . . . .	1	10	6	1	10	100 00	41 40	89-15	8-19	1	4	56	10	3,767 34
Barre, . . . . .	1	17	3	1	3	100 00	36 40	127	9-2	1	4	56	10	3,767 34
Berlin, . . . . .	1	7	2	1	3	100 00	33 22	43-5	8-13	1	3	52	10	2,600 00
Blackstone, . . . . .	1	33	2	1	2	100 00	42 40	237-10	9-10	1	3	52	10	2,600 00
Bolton, . . . . .	1	5	2	1	2	100 00	43 60	36-12	9-3	1	2	33	9-15	1,288 82
Boylston, . . . . .	1	4	1	1	1	110 00	41 50	37	9-5	1	2	49	10	2,076 66
Brookfield, . . . . .	1	17	2	1	6	110 00	39 53	145	9-1	1	2	49	10	2,076 66
Brookfield, . . . . .	1	15	2	1	6	110 00	39 53	145	9-1	1	2	49	10	2,076 66
Charlton, . . . . .	2	52	4	1	12	130 00	62 71	443-8	9-8	1	6	215	9-11	7,093 30
Clinton, . . . . .	1	10	1	1	6	90 00	40 40	45	9	1	1	21	9-13	927 00
Dana, . . . . .	1	6	1	1	6	90 00	39 00	89-19	8-3	1	1	21	9-13	927 00
Douglas, . . . . .	3	19	4	1	8	83 33	39 80	132-12	8-16	1	3	28	10	1,000 00
Dudley, . . . . .	15	106	12	2	39	120 00	61 00	1,113-8	9-12	1	23	589	9-15	27,500 00
Fitchburg, . . . . .	2	60	10	2	23	120 00	60 52	353-14	9-4	1	12	329	9-10	12,710 00
Gardner, . . . . .	1	24	2	1	15	147 37	45 42	192-13	8-18	1	4	98	9-3	5,089 24
Grafton, . . . . .	2	15	2	3	6	74 00	39 38	136	9-2	1	3	61	10	4,225 36
Hardwick, . . . . .	2	15	2	3	6	74 00	39 38	136	9-2	1	3	61	10	4,225 36
Harvard, . . . . .	1	16	1	1	5	102 56	40 50	158-12	9-15	1	3	28	8-10	3,500 00
Holden, . . . . .	1	13	2	1	6	102 56	39 00	137-7	8-11	1	2	65	9-9	1,911 00
Hopedale, . . . . .	1	13	2	1	11	120 00	59 45	104-17	8-14	1	2	43	10	2,289 87
Hubbardston, . . . . .	1	8	1	1	4	73 00	35 00	80-11	8-19	1	1	10	9-10	554 00
Lancaster, . . . . .	1	12	1	1	7	120 00	60 33	109	9-2	1	2	36	9-13	3,328 25
Leicester, . . . . .	2	21	3	1	8	105 00	42 25	197-11	8-19	1	3	53	9-13	4,720 00
Leicester, . . . . .	5	58	8	1	30	120 00	51 33	449	9-11	1	11	290	9-12	1,389 73
Leicester, . . . . .	5	58	8	1	30	120 00	51 33	449	9-11	1	11	290	9-12	1,389 73
Lunenburg, . . . . .	1	8	1	1	2	70 00	40 25	66-3	8-5	1	2	45	9-15	1,469 48
Mendon, . . . . .	1	6	2	1	2	90 00	39 83	54	9	1	2	31	10	1,647 58

# SCHOOL RETURNS.

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	46	5	-	25	107 74	51 62	365	8-14	1	6	153	9-18	7,458 00
Millford, . . . . .	21	3	1	18	98 12	40 14	172	9-1	1	3	87	10	2,627 06
New Braintree, . . . . .	4	-	-	4	-	40 00	34-17	8-14	1	-	-	-	-
Northborough, . . . . .	12	3	-	9	100 00	40 84	78-14	8-15	1	2	31	9-8	1,920 82
Northbridge, . . . . .	36	2	3	23	150 00	47 80	304-10	9-10	1	4	83	10	4,120 00
North Brookfield, . . . . .	12	2	-	1	100 00	43 58	102	9-5	1	3	86	10	2,800 00
Oakham, . . . . .	5	-	-	-	-	38 92	40	8	1	-	-	-	-
Oxford, . . . . .	15	2	1	15	85 00	37 40	143-15	9	1	2	45	9-12	1,980 00
Faxon, . . . . .	3	-	-	1	-	42 66	28-10	9-10	-	-	-	-	-
Petersham, . . . . .	6	-	-	4	-	41 06	47-10	9-10	-	-	-	-	-
Phillipston, . . . . .	3	-	-	3	-	40 00	27-9	9-3	-	-	-	-	-
Princeton, . . . . .	9	-	-	7	-	38 77	59-8	8-10	1	2	17	9-15	688 94
Royalston, . . . . .	6	2	-	2	-	43 11	49-12	8-5	1	-	-	-	-
Rutland, . . . . .	7	2	-	5	64 00	39 14	56-7	8-1	1	2	35	9-13	1,230 00
Shrewsbury, . . . . .	10	2	-	4	80 00	40 40	82-2	8-12	1	2	28	9-15	1,617 42
Southborough, . . . . .	11	3	1	7	108 00	43 84	78-11	8-15	1	3	18	9-9	3,217 39
Southbridge, . . . . .	38	5	-	9	96 00	42 84	300-14	9-14	1	5	110	9-13	6,226 52
Spencer, . . . . .	33	5	-	9	104 32	45 98	270-8	9-1	1	5	104	9-13	5,366 00
Sterling, . . . . .	8	2	-	6	70 00	34 60	61-14	8-19	1	2	40	9-15	1,437 00
Sturbridge, . . . . .	13	-	-	1	-	38 00	110-15	9-5	-	-	-	-	-
Sutton, . . . . .	18	2	1	10	40 00	33 62	162	9	1	1	20	10	724 88
Templeton, . . . . .	19	3	-	4	90 00	38 12	144-7	8-10	1	3	48	9-13	2,285 75
Upton, . . . . .	10	2	-	5	84 21	38 11	77-19	8-13	1	3	66	9-10	2,003 17
Uxbridge, . . . . .	22	2	1	8	90 00	40 67	193-3	8-8	1	2	64	9-16	3,000 00
Warren, . . . . .	16	4	1	8	83 52	41 82	181-17	8-16	1	4	96	9-10	3,780 41
Wester, . . . . .	23	4	1	10	100 00	46 22	193-11	9-13	1	5	74	9-11	4,052 88
Westborough, . . . . .	17	5	-	6	80 00	50 33	130-8	8-14	1	4	78	9-13	3,766 16
West Boylston, . . . . .	47	2	-	2	125 00	47 71	61-15	8-16	1	2	28	9-7	2,389 10
West Brookfield, . . . . .	7	-	1	3	-	39 00	62-17	8-19	-	-	-	-	-
Westminster, . . . . .	13	2	-	5	-	33 66	98	8	1	1	30	9	600 00
Winchendon, . . . . .	26	4	2	12	113 25	43 53	223-6	9	1	1	5	10	7,672 77
Worcester, . . . . .	548	65	23	454	143 46	62 45	4,560	10	3	78	2,182	10	110,594 93
Totals, . . . . .	1,597	206	49	913	\$120 56	\$51 64	13,374-11	9-7	48	254	5,841	9-14	\$271,037 81

\* Bromfield School.

## WORCESTER COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such schools, diminished by contributions from other sources than local taxation.
	Teachers' wages.	(Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent and assistants.	Text-books and school supplies.	School sundries.			
Asburnham,	\$4,424 00	\$162 10	\$496 87	\$130 00	\$283 32	\$532 06	\$61 99	\$6,090 34	\$263 26	\$6,827 08
Athol,	16,311 96	1,521 90	3,433 92	35 00	1,978 81	1,839 70	1,106 55	26,227 84	1,332 00	24,895 84
Auburn,	4,970 50	81 02	543 50	145 00	540 00	335 65	50 00	6,665 67	2,283 60	4,382 07
Barre,	7,193 92	798 25	2,170 86	23 00	573 48	955 53	234 95	11,949 99	1,477 37	10,472 62
Berlin,	3,103 70	321 95	390 00	80 00	214 80	214 80	100 85	4,556 10	2,112 75	2,443 35
Blackstone,	13,612 00	102 20	2,000 00	60 00	888 00	833 32	45 00	17,540 52	506 75	17,033 77
Bolton,	2,188 50	1,413 00	252 68	42 00	342 86	346 30	5 00	4,570 34	2,387 58	2,182 76
Boylston,	1,802 00	1,826 00	760 35	76 00	282 13	223 30	51 40	5,021 18	1,852 16	3,169 02
Brookfield,	7,531 00	121 44	1,392 40	170 00	750 00	466 21	90 27	10,621 32	1,742 68	8,778 64
Charlton,	5,463 70	153 25	620 24	160 00	775 02	707 05	141 90	8,021 16	1,600 16	6,421 00
Clinton,	30,548 38	7,023 68	7,023 68	1,450 00	2,000 00	3,418 32	2,669 40	47,109 78	1,769 23	47,109 78
Dana,	2,264 73	641 95	538 17	96 39	357 15	249 93	15 85	4,184 17	1,238 22	2,424 94
Douglas,	4,580 00	541 45	910 57	50 00	660 00	526 37	50 00	7,318 39	1,238 22	6,080 17
Dudley,	7,084 90	72 50	1,072 82	108 00	638 85	477 66	153 29	9,588 02	1,127 04	8,460 98
Fitchburg,	83,715 36	1,829 63	17,186 30	1,572 33	2,700 00	5,495 20	4,196 70	116,695 52	556 00	116,139 52
Gardner,	28,662 10	825 00	2,258 41	26 75	2,100 00	3,485 33	1,370 31	43,727 90	242 99	43,484 91
Grafton,	11,875 56	3,104 83	3,675 31	243 09	1,300 00	1,250 25	307 14	21,756 18	1,811 73	19,944 45
Hardwick,	7,027 82	2,931 75	1,803 56	73 70	617 64	1,642 47	382 53	14,479 47	1,208 58	13,270 89
Harvard,	2,521 00	1,804 18	615 34	-	510 49	328 98	276 17	6,066 16	1,692 70	4,363 46
Holden,	6,949 03	252 75	1,925 01	90 00	890 00	538 52	114 87	10,670 18	1,760 22	8,909 96
Hopedale,	5,034 00	527 08	2,539 43	-	616 70	496 53	418 45	13,622 19	-	13,622 19
Hubbardston,	3,756 00	502 00	395 00	83 00	302 00	233 00	27 00	5,298 00	1,685 00	3,613 00
Lancaster,	7,421 01	1,030 00	2,105 11	100 00	1,000 00	956 52	341 09	12,952 72	-	12,952 72
Leicester,	10,305 00	1,358 15	2,030 43	40 00	775 00	727 99	229 77	15,466 34	1,863 00	13,603 34
Leominster,	35,188 09	2,282 20	10,322 92	950 00	2,000 00	5,127 40	1,022 60	56,623 21	1,570 00	56,063 21
Lunenburg,	3,593 00	243 50	628 02	152 75	411 39	459 02	49 23	5,536 91	1,644 03	3,892 88
Mendon,	3,201 00	491 50	826 98	13 75	616 60	285 55	121 19	6,566 57	1,767 40	3,789 17

# SCHOOL RETURNS.

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Millford, . . . . .	24,334 32	400 00	6,108 46	50 00	1,900 00	1,992 14	2,336 22	37,021 14	192 28	36,828 86
Millbury, . . . . .	11,061 90	260 00	1,934 84	160 00	960 00	1,026 16	706 49	15,989 39	1,076 45	14,912 94
New Braintree, . . . . .	1,659 30	396 60	208 00	6 25	450 00	263 36	675 00	3,057 61	1,367 65	1,689 85
Northborough, . . . . .	6,109 00	1,339 71	1,304 83	116 40	428 40	500 20	173 29	2,971 83	7,741 32	26,860 22
Northbridge, . . . . .	18,783 02	507 50	4,643 79	21 00	750 00	1,757 52	477 49	26,860 22	-	-
North Brookfield, . . . . .	6,666 00	1,511 00	914 05	60 00	750 00	972 89	328 39	11,202 03	1,665 33	9,536 70
Oakham, . . . . .	1,629 50	17 20	2,092 16	58 92	273 34	127 43	69 00	2,377 99	1,394 11	983 88
Oxford, . . . . .	7,778 77	137 60	2,099 60	195 00	640 00	923 49	662 87	12,456 98	10,848 29	10,848 29
Paxon, . . . . .	1,497 00	538 40	401 52	50 00	160 00	83 76	96 28	2,825 96	1,625 96	1,200 00
Peterham, . . . . .	3,020 38	1,787 95	296 41	70 00	308 88	202 49	64 13	5,750 24	1,198 65	4,551 59
Phillipston, . . . . .	1,569 50	483 50	127 30	50 00	150 00	227 15	-	2,607 45	1,648 57	968 88
Princeton, . . . . .	3,359 37	300 00	253 90	95 00	300 00	365 15	22 91	4,696 33	1,638 74	3,657 59
Royalston, . . . . .	2,910 25	608 00	372 18	92 00	300 00	316 94	-	4,239 87	2,625 60	2,625 60
Rutland, . . . . .	2,914 40	1,447 35	789 12	58 00	366 65	273 66	82 94	5,392 12	1,760 74	4,181 38
Shrewsbury, . . . . .	5,388 83	818 70	657 28	161 75	499 80	307 13	332 17	8,168 66	6,652 67	6,652 67
Southborough, . . . . .	6,050 00	1,452 00	1,835 00	154 50	428 40	604 20	524 13	11,048 23	9,018 84	9,018 84
Southbridge, . . . . .	18,708 28	147 22	4,008 61	111 75	900 00	1,203 21	1,947 69	27,026 76	27,026 76	27,026 76
Spencer, . . . . .	16,152 15	822 58	4,155 51	15 25	1,519 50	1,152 44	434 63	24,252 06	23,601 81	23,601 81
Sterling, . . . . .	3,688 88	734 85	341 44	67 69	610 00	373 59	26 81	5,533 29	3,552 51	3,552 51
Sturbridge, . . . . .	2,230 28	1,270 20	661 28	54 30	614 00	352 72	142 67	8,238 45	1,497 99	6,760 46
Sutton, . . . . .	6,079 75	367 00	1,247 25	170 01	960 00	743 68	57 11	9,624 70	1,732 21	7,892 49
Templeton, . . . . .	6,984 45	1,221 30	1,488 60	140 43	760 00	817 16	25 00	11,326 94	9,606 61	9,606 61
Upton, . . . . .	4,430 50	742 75	1,046 33	21 09	425 00	555 16	105 87	7,326 70	1,301 27	6,025 43
Uxbridge, . . . . .	10,390 57	53 75	2,786 61	10 50	990 00	842 01	380 13	15,433 57	14,587 33	14,587 33
Warren, . . . . .	9,248 91	1,893 70	2,498 78	17 00	1,233 32	1,106 57	100 66	16,098 94	846 24	13,446 68
Webster, . . . . .	14,320 15	266 00	2,419 46	50 00	1,366 65	1,630 42	3,218 91	23,271 59	2,662 26	23,271 59
Westborough, . . . . .	9,678 16	1,922 99	1,898 64	50 00	600 00	1,410 61	1,086 49	16,646 89	150 44	16,496 45
West Boylston, . . . . .	4,970 40	1,816 00	1,122 12	162 61	816 68	415 65	396 68	9,690 04	2,184 46	7,505 58
West Brookfield, . . . . .	3,399 96	867 92	471 86	30 00	450 00	268 55	276 71	5,764 70	1,347 09	4,417 61
Westminster, . . . . .	3,459 70	520 00	460 44	86 80	600 00	232 46	64 77	5,423 47	1,442 09	3,981 38
Winchendon, . . . . .	15,994 71	768 77	4,713 04	160 01	1,213 64	1,381 80	1,275 26	28,507 13	8,679 23	16,927 90
Worcester, . . . . .	458,306 69	1,141 00	85,040 41	8,828 29	4,000 00	31,011 36	6,477 76	594,505 61	3,327 32	591,478 19
Totals, . . . . .	\$1,019,742 63	\$51,560 12	\$209,069 39	\$17,338 31	\$49,638 40	\$85,612 52	\$35,470 89	\$1,468,452 26	\$86,495 04	\$1,381,957 22

## WORCESTER COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.				Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.		Amount raised by local taxation and expended for support of the public schools and for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.						Principal.	Income.	
Ashburnham, . . .	-	\$233 09	251 98	\$233 09	\$233 09	\$233 09	\$6,120 17	-	-	-	-
Athol, . . .	-	261 98	261 98	1,211 98	1,211 98	1,211 98	26,107 82	-	-	-	\$255 23
Auburn, . . .	-	346 28	346 28	871 28	871 28	871 28	6,253 35	-	-	-	349 50
Barre, . . .	-	223 79	223 79	222 79	222 79	222 79	10,695 41	-	-	-	130 70
Berlin, . . .	-	135 03	135 03	135 03	135 03	135 03	2,578 38	-	\$1,500 00	\$56 51	-
Blackstone, . . .	\$3,228 50	599 84	599 84	3,828 34	3,828 34	3,828 34	20,862 11	-	-	-	-
Boylston, . . .	-	387 02	387 02	387 02	387 02	387 02	2,669 78	-	12,000 00	549 87	-
Brookfield, . . .	-	193 29	193 29	193 29	193 29	193 29	3,240 00	-	-	-	-
Charlton, . . .	-	362 98	362 98	362 98	362 98	362 98	8,971 93	-	1,000 00	40 00	384 14
Clinton, . . .	-	1,469 09	1,469 09	1,894 75	1,894 75	1,894 75	48,994 53	-	5,000 00	175 00	526 19
Dana, . . .	-	134 01	134 01	263 73	263 73	263 73	2,688 67	-	-	-	149 54
Douglas, . . .	-	200 00	200 00	680 29	680 29	680 29	6,740 46	-	941 33	56 48	-
Dudley, . . .	-	873 65	873 65	1,167 31	1,167 31	1,167 31	9,628 29	-	-	-	387 81
Fitchburg, . . .	9,286 08	2,067 13	2,067 13	12,363 81	12,363 81	12,363 81	128,488 33	-	-	-	-
Gardner, . . .	-	2,413 87	2,413 87	2,413 87	2,413 87	2,413 87	45,898 78	-	-	-	-
Grafton, . . .	-	400 00	400 00	1,009 76	1,009 76	1,009 76	20,954 21	-	-	-	-
Hardwick, . . .	207 86	2,422 22	2,422 22	3,370 93	3,370 93	3,370 93	16,641 82	-	-	-	1,766 36
Harvard, . . .	4,940 18	173 50	173 50	5,113 70	5,113 70	5,113 70	9,477 16	-	-	-	-
Holden, . . .	-	929 39	929 39	929 39	929 39	929 39	9,839 35	-	3,666 66	202 00	649 08
Hopedale, . . .	-	713 53	713 53	713 53	713 53	713 53	14,501 10	-	-	-	-
Hubbardston, . . .	-	453 00	453 00	453 00	453 00	453 00	4,066 00	-	1,200 00	72 00	-
Lancaster, . . .	-	181 06	181 06	507 11	507 11	507 11	13,459 83	-	-	-	-
Leicester, . . .	-	326 06	326 06	580 45	580 45	580 45	14,183 79	-	-	-	453 65
Leominster, . . .	80,350 96	448 78	448 78	81,715 04	81,715 04	81,715 04	137,768 25	-	13,000 00	570 00	-
Laneburg, . . .	-	326 56	326 56	326 56	326 56	326 56	4,219 44	-	-	-	-
Mendon, . . .	-	127 37	127 37	431 08	431 08	431 08	4,220 25	-	-	-	217 06

### SCHOOL RETURNS.

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Milford, . . . . .	1,171 10	1,171 10	-	1,171 10	37,999 96	-	-	-	-
Milbury, . . . . .	180 00	1,016 16	-	1,196 16	16,109 10	-	-	-	-
New Braintree, . . . . .	89 27	85 39	-	174 66	174 66	-	-	-	-
Northborough, . . . . .	-	390 68	-	390 68	390 68	5,400 00	-	-	-
Northbridge, . . . . .	807 01	1,701 37	-	2,608 38	2,608 38	-	270 00	-	883 74
North Brookfield, . . . . .	-	645 79	-	645 79	645 79	-	-	-	391 16
Oakham, . . . . .	-	88 29	-	88 29	88 29	-	-	-	50 95
Oxford, . . . . .	2,903 70	243 59	-	3,147 29	3,147 29	1,200 00	-	-	-
Paxton, . . . . .	-	86 64	-	86 64	86 64	-	48 00	-	-
Peterham, . . . . .	-	163 13	-	163 13	163 13	-	-	-	-
Phillipston, . . . . .	180 66	70 15	-	260 81	260 81	-	-	-	161 82
Princeton, . . . . .	296 00	200 05	-	10,374 66	10,374 66	6,500 00	-	-	83 19
Royalston, . . . . .	-	92 89	-	4,263 24	4,263 24	-	183 75	-	219 51
Rutland, . . . . .	-	3 00	-	3 00	3 00	-	-	-	119 42
Shrewsbury, . . . . .	-	268 98	-	258 98	268 98	1,000 00	37 67	-	-
Southborough, . . . . .	-	120 80	-	120 80	120 80	-	-	-	147 31
Southbridge, . . . . .	540 89	533 05	-	1,093 94	1,093 94	-	-	-	-
Spencer, . . . . .	-	2,584 22	-	2,584 22	2,579 22	-	-	-	603 20
Sterling, . . . . .	123 50	66 65	6 00	190 15	190 15	15,043 17	579 51	-	140 33
Sturbridge, . . . . .	-	91 92	-	91 92	91 92	-	-	-	-
Sutton, . . . . .	-	92 35	-	92 35	92 35	2,000 00	-	-	380 47
Templeton, . . . . .	-	372 55	-	372 55	372 55	-	-	-	483 79
Upton, . . . . .	194 83	159 46	-	354 29	354 29	-	-	-	381 12
Uxbridge, . . . . .	-	592 76	-	5,670 71	5,670 71	-	-	-	-
Warren, . . . . .	5,077 95	710 87	-	710 87	710 87	-	-	-	-
Webster, . . . . .	-	80,748 00	-	80,748 00	80,748 00	-	-	-	500 92
Westborough, . . . . .	748 00	682 95	-	6,131 67	6,131 67	-	-	-	-
West Boylston, . . . . .	4,448 72	317 75	-	317 75	317 75	-	-	-	5,450 00
West Brookfield, . . . . .	-	100 33	-	100 33	100 33	-	-	-	-
Westminster, . . . . .	-	63 64	-	63 64	63 64	-	-	-	-
Winchendon, . . . . .	-	549 22	29 45	10,238 06	10,238 06	275,000 00	-	7,893 60	-
Worcester, . . . . .	11,550 69	20,386 65	406 36	58,844 42	58,438 06	2,000 00	95 39	-	-
Totals, . . . . .	\$30,380 24	\$48,940 21	\$504 31	\$313,087 90	\$312,583 59	\$346,451 16	\$10,943 78	\$15,206 19	\$15,206 19



## WORCESTER COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 26, 1906.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN—		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Ashburnham,	\$957 29	\$25 00	1	132			\$8,376 00		\$324,000 00	\$12,982 00
Athol,										
Auburn,	987 29									
Barre,	1,026 40									
Berlin,	957 29				1					
Blackstone,										
Bolton,	1,376 40									
Boylston,	1,376 40									
Brookfield,	1,026 40									
Charlton,	807 29				1				25,000 00	
Clinton,										
Dana,	1,187 29									
Douglas,	807 29									
Dudley,	807 29		1	11			198 00		33,000 00	1,900 00
Fitchburg,					6					
Gardner,					1					
Grafton,	951 39									
Hardwick,	807 29									
Harvard,	1,026 39				1					
Holden,	1,026 39									
Hopedale,										
Hubbardston,	937 29									
Lancaster,		500 00	1	194			5,298 17		16,011 46	4,317 94
Leicester,	951 39									
Leominster,		95 00			1				23,000 00	
Laneburg,	987 29									
Mendon,	1,176 39							\$1,500 00		

## SCHOOL RETURNS.

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Milford, . . . . .	732 29	-	-	-	-	379	-	-	-	15,000 00	1,000 00
Millbury, . . . . .	1,157 30	-	-	-	-	100	-	-	-	-	-
New Braintree, . . . . .	1,026 39	-	-	-	-	-	-	-	-	-	-
Northborough, . . . . .	-	-	-	-	-	-	-	-	-	-	-
Northbridge, . . . . .	1,026 39	-	-	-	-	125	-	-	-	-	-
Oakham, . . . . .	500 00	-	-	-	-	-	-	-	-	-	-
Oxford, . . . . .	1,026 39	-	-	-	-	-	-	-	-	-	-
Faxon, . . . . .	1,025 83	-	-	-	-	-	-	-	-	-	-
Peterham, . . . . .	957 30	-	-	-	-	-	-	-	-	-	-
Phillipston, . . . . .	1,157 30	-	-	-	-	-	-	-	-	-	-
Princeton, . . . . .	957 30	-	-	-	-	-	-	-	-	-	-
Royalston, . . . . .	1,025 83	-	-	-	-	-	-	-	-	-	-
Rutland, . . . . .	957 30	-	-	-	-	-	-	-	-	-	-
Shrewsbury, . . . . .	1,026 39	-	-	-	-	-	-	-	-	-	-
Southborough, . . . . .	1,026 39	-	-	-	-	1	132	19,800 00	8,650 00	15,000 00	600 00
Southbridge, . . . . .	-	-	-	-	-	2	-	-	1,400 00	-	-
Spencer, . . . . .	-	-	-	-	-	1	-	-	-	-	-
Sterling, . . . . .	957 30	7 00	-	-	-	-	-	-	-	-	-
Sturbridge, . . . . .	1,176 39	4 90	-	-	-	-	-	-	-	-	-
Sutton, . . . . .	807 30	-	-	-	-	-	-	-	-	-	-
Templeton, . . . . .	1,026 39	-	-	-	-	-	-	-	-	-	-
Upton, . . . . .	807 30	-	-	-	-	-	-	-	-	-	-
Uxbridge, . . . . .	-	-	-	-	-	-	-	-	-	-	-
Warren, . . . . .	1,026 39	-	-	-	-	3	-	-	2,857 50	-	-
Webster, . . . . .	-	-	-	-	-	-	-	-	-	-	-
Westborough, . . . . .	-	-	-	-	-	-	-	-	-	-	-
West Boylston, . . . . .	1,176 39	-	-	-	-	-	-	-	-	-	-
West Brookfield, . . . . .	1,176 39	-	-	-	-	-	-	-	-	-	-
Westminster, . . . . .	957 30	-	-	-	-	-	-	-	-	-	-
Winchendon, . . . . .	-	100 00	-	-	-	-	-	-	-	-	-
Worcester, . . . . .	-	1,134 17	-	-	-	13	235	14,250 00	19,400 00	706,900 00	14,900 00
Totals, . . . . .	\$41,824 00	\$1,866 07	5	704	35	10,913	\$47,922 17	\$33,807 50	\$1,156,911 46	\$35,699 94	

## RECAPITULATION.

COUNTIES.	SCHOOL CENSUS DATA SEPT. 1, 1906.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.									
	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of public schools.	No. of different pu- bils of all ages in the public schools during the school year.	No. of different pu- bils within the year over 15 years of age.	No. of different pu- bils within the year between 7 and 14 years of age.	Average member- ship of all the schools.	Average attendance of all the schools.	Percentage of at- tendance based on average member- ship.			
Barnstable,	26,831	\$26,674,131	148	4,307	3,237	4,953	3,160	4,447	4,064	.91		
Berkshire,	98,330	68,341,719	483	17,899	12,967	17,102	11,262	14,899	13,671	.92		
Bristol,	269,257	206,909,312	925	48,993	35,559	42,134	30,030	36,383	33,598	.92		
Dukes,	4,551	4,998,822	25	764	639	788	516	701	625	.89		
Essex,	381,181	306,812,624	1,312	65,269	47,117	59,890	38,349	52,773	49,075	.93		
Franklin,	43,362	25,654,709	260	7,539	5,388	7,691	5,195	6,945	6,382	.92		
Hampden,	186,013	163,498,342	765	35,093	25,114	32,261	20,314	27,755	25,462	.91		
Hampshire,	62,227	35,929,858	316	10,405	7,631	10,938	7,243	9,519	8,811	.93		
Middlesex,	608,499	570,177,989	2,273	104,214	73,793	105,663	67,807	96,450	88,382	.93		
Nantucket,	2,930	3,283,002	11	412	304	482	296	443	409	.92		
Norfolk,	167,537	235,500,546	741	29,622	21,793	31,267	19,779	28,101	25,970	.92		
Plymouth,	127,932	94,802,978	540	20,423	14,982	22,324	15,119	20,214	18,837	.93		
Suffolk,	632,362	1,306,348,979	2,228	113,149	78,837	113,963	65,467	101,408	91,900	.91		
Worcester,	362,668	263,324,152	1,429	64,234	47,051	59,360	39,841	52,602	48,422	.92		
Totals,	3,003,680	\$3,312,256,163	11,455	522,313	374,312	508,816	324,368	451,600	415,508	.92		

## SCHOOL RETURNS.

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## RECAPITULATION — CONTINUED.

COUNTIES.	TEACHERS AND TEACHERS' WAGES.										LENGTH OF SCHOOLING.						HIGH SCHOOLS.				
	NUMBERS OF TEACHERS REQUIRED BY THE PUBLIC SCHOOLS.		NUMBERS OF TEACHERS WHO HAVE GRADUATED FROM COLLEGE.		No. of teachers who have graduated from normal schools.	Average wages per month of male teachers.		Average wages per month of female teachers.		Aggregate of months all the public schools have been kept during the school year.	Ave. No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Expenditures for high school sup- port.					
	Men.	Women.	In high schools.	In elemen- tary schools.		No. of teachers who have graduated from normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.													
Barnstable,	27	145	26	6	88	\$78 71	\$42 51	1,315-5	8-17	14	29	647	9-9	\$29,990 25							
Berkshire,	41	551	47	13	212	103 37	46 29	4,474-8	9-6	11	54	1,401	9-12	63,595 73							
Bristol,	61	1,061	68	28	450	134 54	57 32	8,843-6	9-11	13	86	2,422	9-12	121,156 54							
Dukes,	4	26	6	1	12	69 07	43 73	217-8	8-14	3	6	80	8-19	4,200 44							
Essex,	118	1,556	179	35	581	135 63	52 56	12,585-7	9-12	28	231	5,784	9-14	277,339 78							
Franklin,	11	288	35	7	114	105 09	40 27	2,292-12	8-16	10	40	823	9-15	35,222 23							
Hampden,	71	868	91	53	484	141 96	54 93	7,216-16	9-8	11	118	2,723	9-14	168,180 24							
Hampshire,	23	352	47	27	109	91 06	40 99	2,826-10	8-19	11	44	1,076	9-14	43,367 14							
Middlesex,	255	2,695	356	117	1,246	147 17	60 99	21,137-3	9-6	49	455	11,603	9-8	591,200 04							
Nantucket,	1	13	1	-	2	120 00	36 53	108	9-16	1	4	80	10	2,753 11							
Norfolk,	85	884	128	27	364	133 69	56 53	6,946-2	9-7	27	154	3,710	9-13	184,965 54							
Plymouth,	63	582	76	14	308	108 98	51 34	5,076-14	9-8	21	105	2,505	9-11	108,407 20							
Suffolk,	298	2,371	175	98	1,886	207 56	69 55	21,182-6	9-10	16	318	8,848	9-10	684,767 18							
Worcester,	149	1,597	206	49	913	120 56	51 84	13,374-11	9-7	48	254	5,841	9-14	271,037 81							
Totals,	1,207	12,959	1,441	475	6,769	\$149 02	\$57 07	107,695-8	9-7	263	1,898	47,543	9-12	\$2,556,173 23							

## BOARD OF EDUCATION.

## RECAPITULATION — CONTINUED.

COUNTIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and transient service.	Superintendent and assistants.	Text-books and school supplies.	School auditors.			
Barnstable, . . . . .	\$80,396 41	\$12,125 13	\$14,863 98	\$1,493 85	\$9,205 29	\$8,109 36	\$4,281 10	\$130,475 12	\$28,374 62	\$104,100 50
Berkshire, . . . . .	279,046 94	9,261 95	55,010 59	5,511 82	22,334 11	23,868 27	16,379 29	411,402 97	40,986 09	370,416 88
Bristol, . . . . .	681,398 05	13,582 59	146,440 63	13,494 80	22,327 55	49,144 47	26,959 72	953,347 81	47,305 38	906,042 43
Dukes, . . . . .	12,708 86	984 75	1,919 02	403 25	1,599 80	1,616 81	376 74	19,609 23	7,506 86	12,102 37
Essex, . . . . .	1,000 160 87	16,355 26	196,770 29	18,718 82	35,957 09	89,810 04	31,779 06	1,392,351 43	31,409 09	1,360,942 34
Franklin, . . . . .	123,436 46	18,190 05	21,586 35	1,450 55	14,446 40	11,991 71	6,094 88	197,196 41	43,614 58	153,581 83
Hamden, . . . . .	618,499 33	11,253 38	129,509 48	12,634 29	24,780 23	54,370 64	22,153 23	873,202 58	47,891 62	825,310 96
Hampshire, . . . . .	163,979 80	8,182 06	32,227 67	2,280 32	15,433 41	16,405 92	5,903 34	244,382 51	42,682 95	201,709 56
Middlesex, . . . . .	2,067,175 55	50,347 72	433,288 42	28,977 00	65,256 44	160,476 03	79,579 86	2,886,100 52	79,449 79	2,806,650 73
Nantucket, . . . . .	6,353 25	-	1,157 21	125 00	-	681 67	380 28	8,697 41	-	8,697 41
Norfolk, . . . . .	692,513 88	24,397 89	127,957 99	7,067 26	33,029 29	62,969 67	26,839 64	874,796 62	28,199 93	846,596 69
Plymouth, . . . . .	360,559 08	7,635 36	71,733 12	4,425 45	20,967 49	36,648 06	12,417 99	526,386 55	42,112 91	484,273 64
Suffolk, . . . . .	2,871,754 74	637 15	421,815 28	58,236 74	34,596 33	104,576 39	108,706 99	3,690,222 62	61,206 29	3,629,016 33
Worcester, . . . . .	1,019,742 63	51,560 12	209,089 39	17,338 31	49,638 40	85,642 52	35,470 89	1,468,482 26	86,495 04	1,381,987 22
Totals, . . . . .	\$9,877,725 85	\$236,415 40	\$1,863,339 42	\$171,957 47	\$349,570 83	\$706,301 56	\$380,322 51	\$13,585,633 04	\$886,236 15	\$13,000,397 89

# SCHOOL RETURNS.

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## RECAPITULATION — CONTINUED.

COUNTIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Log tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and repairs.	Ordinary repairs.					Principal.	Income.	
Barnstable, . . . . .	\$47,476 86	\$4,580 29	\$3,308 84	\$55,365 99	\$10,000 00	\$55,365 99	\$159,466 49	\$36,233 00	\$1,804 33	\$2,762 52
Berkshire, . . . . .	10,910 86	17,798 69	16,496 34	45,205 89	-	35,205 89	406,622 77	5,232 00	305 52	3,285 81
Bristol, . . . . .	221,699 24	9,743 07	48,806 51	280,248 82	-	280,248 82	1,186,291 25	218,976 00	14,026 11	9,337 33
Dukes, . . . . .	-	351 92	222 49	574 41	-	574 41	12,676 78	-	-	308 84
Essex, . . . . .	272,231 02	45,893 13	68,027 23	386,151 38	507 00	385,644 38	1,746,586 72	206,466 37	8,204 69	9,355 34
Franklin, . . . . .	1,600 00	12,829 83	6,111 42	20,441 25	178 23	20,263 02	173,544 85	37,513 35	1,473 52	921 82
Hamden, . . . . .	288,490 57	33,986 55	26,558 66	349,035 78	379 27	348,656 51	1,173,967 47	38,314 99	1,930 69	6,300 08
Hampshire, . . . . .	61,208 00	3,699 84	6,879 83	71,788 67	348 23	71,439 44	273,149 00	25,000 00	1,042 94	3,687 49
Middlesex, . . . . .	393,740 96	131,681 95	120,863 44	646,286 35	18 09	646,271 26	3,451,921 99	115,636 28	4,894 44	10,467 46
Nantucket, . . . . .	-	-	284 44	284 44	-	284 44	8,961 85	-	-	340 80
Norfolk, . . . . .	48,496 00	36,495 03	32,217 46	117,208 49	-	117,208 49	963,804 18	45,694 59	2,243 10	7,222 58
Plymouth, . . . . .	39,829 87	3,877 71	18,441 06	62,148 64	60 57	62,088 07	546,361 71	33,623 50	1,473 86	8,879 12
Suffolk, . . . . .	1,034,805 22	359,565 12	11,415 64	1,405,785 98	-	1,405,785 88	4,944,802 21	127,975 00	4,885 63	54,634 47
Worcester, . . . . .	233,767 45	30,380 24	48,940 21	313,087 90	504 31	312,583 59	1,694,540 81	346,451 16	10,943 78	15,206 19
Totals, . . . . .	\$2,654,154 05	\$690,883 37	\$408,573 47	\$3,753,610 89	\$11,990 70	\$3,741,620 19	\$16,742,018 08	\$1,237,096 24	\$53,228 61	\$132,709 85

## BOARD OF EDUCATION.

## RECAPITULATION — CONCLUDED.

COUNTIES.	Town's share of school fund income paid Jan. 25, 1906.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF CONTRIBUTION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Barnstable,	\$11,381 35	\$50 00	—	—	—	2,943	—	\$12,800 00	—	—
Berkshire,	25,140 25	360 00	—	—	9	9,068	\$20,379 00	7,370 00	\$833,500 00	\$23,925 00
Bristol,	10,875 16	7,287 97	3	230	27	—	—	—	—	—
Dukes,	5,623 55	—	—	—	—	13,917	126,379 50	55,788 80	748,142 51	17,231 12
Essex,	12,020 83	870 00	5	722	46	247	86,826 05	700 00	1,756,353 69	31,582 06
Franklin,	22,227 04	92 00	3	1,163	2	8,738	11,906 50	19,360 00	467,186 49	11,028 79
Hampden,	16,879 62	1,118 49	2	166	25	1,222	15,593 75	19,775 00	1,045,421 01	36,916 25
Hampshire,	20,288 59	500 00	3	338	7	15,589	201,160 00	133,140 00	647,773 10	11,960 74
Middlesex,	26,513 22	6,069 70	11	1,067	59	—	—	—	66,761 00	3,000 00
Nantucket,	—	—	—	—	—	2,324	31,300 00	122,900 00	1,266,990 00	64,961 00
Norfolk,	11,677 12	2,343 06	3	433	17	964	7,966 00	5,800 00	457,833 65	18,563 50
Plymouth,	13,928 49	1,180 00	3	118	5	25,438	27,608 46	460,153 52	3,249,023 95	116,023 32
Suffolk,	—	1,566 00	4	432	93	10,913	47,922 17	33,807 50	1,156,911 46	36,699 94
Worcester,	41,824 00	1,866 07	5	704	35	—	—	—	—	—
Totals,	\$219,379 32	\$22,073 29	42	5,363	325	91,363	\$577,040 43	\$871,634 82	\$11,696,896 86	\$370,881 72

## SCHOOL RETURNS.

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## EVENING SCHOOLS.

CITIES AND TOWNS.	No. of schools.	ATTENDANCE.			TIME. Average No. of evenings.	No. of teachers.	Expense.
		Males.	Females.	Average.			
Adams, . . . . .	2	160	183	343	42	12	\$936 77
Attleborough, . . . . .	13	280	129	206	35	16	883 42
Beverly, . . . . .	10	203	130	195	34	12	1,758 26
Boston, . . . . .	25	5,760	4,058	7,297	95	314	127,819 61
Brockton, . . . . .	5	605	167	475	48	25	3,049 78
Brookline, . . . . .	4	123	155	129	21	12	2,186 86
Cambridge, . . . . .	8	1,475	1,019	1,008	65	77	12,497 63
Chelsea, . . . . .	1	498	309	365	50	18	1,912 16
Chicopee, . . . . .	4	266	196	311	40	30	1,629 34
Clinton, . . . . .	2	261	93	154	76	15	1,000 00
Dudley, . . . . .	2	64	23	40	50	4	256 19
Easthampton, . . . . .	11	94	90	119	30	11	398 40
Everett, . . . . .	4	162	93	124	79	9	1,824 67
Fall River, . . . . .	21	2,432	1,263	1,830	46	146	15,050 50
Fitchburg, . . . . .	5	331	108	196	35	39	2,200 00
Framingham, . . . . .	1	98	32	47	30	7	601 64
Gardner, . . . . .	1	206	31	164	35	27	895 31
Gloucester, . . . . .	2	90	28	65	27	6	271 50
Grafton, . . . . .	4	20	16	31	38	4	346 00
Greenfield, . . . . .	2	63	34	38	51	5	388 00
Haverhill, . . . . .	6	468	184	456	60	34	3,008 20
Holyoke, . . . . .	6	755	551	695	48	64	6,028 30
Hyde Park, . . . . .	3	153	105	131	80	7	1,300 00
Lawrence, . . . . .	6	1,680	1,051	1,270	73	85	11,878 24
Leominster, . . . . .	1	253	70	131	54	20	1,637 75
Lowell, . . . . .	20	2,932	1,580	2,422	69	184	25,216 00
Lynn, . . . . .	3	1,368	749	505	38	53	3,945 87
Malden, . . . . .	3	437	244	101	56	26	3,637 35
Marlborough, . . . . .	6	203	12	68	49	8	308 93
Medford, . . . . .	3	73	215	81	70	7	998 57
Milford, . . . . .	1	238	41	128	51	10	961 00
Needham, . . . . .	1	22	19	28	39	2	103 93
New Bedford, . . . . .	2	1,849	1,141	1,436	40	96	9,427 01
Newburyport, . . . . .	8	30	25	32	30	6	210 00
Newton, . . . . .	4	117	25	113	63	8	1,468 28
North Adams, . . . . .	4	241	89	238	40	17	1,801 00
North Attleborough, . . . . .	1	36	27	20	36	4	212 00
Northbridge, . . . . .	1	34	7	34	33	3	232 75
Northampton, . . . . .	4	102	65	113	51	12	1,077 67
Orange, . . . . .	1	16	18	13	30	3	127 25
Oxford, . . . . .	2	54	34	52	66	4	307 25
Peabody, . . . . .	1	137	9	79	59	9	620 00
Pittsfield, . . . . .	8	235	108	119	47	9	846 14
Quincy, . . . . .	3	485	50	165	40	12	1,533 70
Salem, . . . . .	4	423	180	214	53	28	3,500 00
Somerville, . . . . .	5	359	177	536	75	62	12,787 00
Southbridge, . . . . .	4	149	121	214	38	12	698 96
Spencer, . . . . .	1	50	10	40	40	3	216 00
Springfield, . . . . .	8	1,505	849	967	83	78	14,432 64
Taunton, . . . . .	9	400	118	323	38	25	2,117 00
Waltham, . . . . .	3	293	109	204	47	15	1,948 00
Watertown, . . . . .	1	90	-	32	60	2	180 00
Webster, . . . . .	2	139	103	177	50	11	601 38
Westfield, . . . . .	1	71	30	42	39	4	247 00
Woburn, . . . . .	6	167	38	56	38	9	555 18
Worcester, . . . . .	16	1,607	667	1,172	112	102	25,654 16
Totals, . . . . .	285	30,362	16,978	25,541	50	1,813	\$315,730 53



## RETURNS OF SCHOOLS IN STATE INSTITUTIONS FOR THE SCHOOL YEAR 1905-1906.

STATE INSTITUTIONS.	No. of schools in the institution.	No. of different ages of all ages during the year.	Average attendance during the year.	No. under 6 years of age attending school.	No. over 16 years of age attending school.	No. between 6 and 16 years in the institution at the end of the school year.	No. of Teachers during the Year.		Wages of Teachers per Month.		Length of each school.
							Males.	Females.	Males.	Females.	
State Industrial School for Girls, . . .	8	215	215	-	190	25	-	11	-	\$25 33*	10 mos.
Lyman School for Boys at Westborough,† .	9	631	338	-	317	253	6	12	\$58 33* to \$100 00*	\$25 00* to \$66 66*	44 wks.

\* And home.

† The figures are for 14 months ending Nov. 30, 1906.

## GRADUATED TABLES.

In order to show the comparative standing of the towns and cities (1) in the taxes which they impose upon themselves for the support of their public schools, (2) in the ratio which these taxes bear to their respective valuations, and (3) in the ratio of the attendance upon the public schools to the whole number of children between five and fifteen, three graduated tables have been prepared.

For the sake of brevity as well as convenience of reference these tables may be named as follows:—

- I. Graduated taxation table.
- II. Graduated valuation table.
- III. Graduated attendance table.

*I. Graduated Taxation Table.*

In this table the towns and cities are classified or ranked according to the amounts which they severally raise by local taxation for the school support of each child in the average membership of the public schools. It is the average membership that more than any other factor determines the expense of the schools, and it is the expenditure for each child in the average membership that more than any other factor determines a town's liberality in matters of school support. In some places large numbers of children between five and fifteen are in private schools; the amount raised for the public schools is correspondingly reduced. Consequently the amounts of the local tax for each child between five and fifteen in such places are relatively small. To use such amounts, however, as evidence of the economy or the parsimony of towns would be illogical and unjust.

Advantage is taken of this table to present important data not given in reports previous to the sixty-sixth. They are the amounts yielded for each child in the average membership by the local tax *plus* the State and other contributions. In the column next to the last, the amounts measure the local taxation burden for each child in the average membership. That is to say, the former column shows what the town unaided is doing for the child, the latter column what the child gets from all sources.

*II. Graduated Valuation Table.*

This table exhibits for the several towns and cities the ratios which the sums raised by taxation and expended for the support of the public schools

bear to their respective assessed valuations. For convenience of apprehension the ratio in each case is expressed as so many dollars of tax on a thousand dollars of valuation.

### III. *Graduated Attendance Table.*

This table exhibits for the several towns and cities the ratio in each case of the average attendance upon the public schools to the whole number of children between five and fifteen reported in the school census. If there are no private schools, the ratio is likely to be high. If there are no private schools and at the same time an unusually large proportion of the children under five and over fifteen are attending school, the ratio may exceed even a hundred per cent. On the other hand, if children attend private schools in any considerable number, the fact is reflected in a lower ratio.

## I. GRADUATED TAXATION TABLE.

Table showing for the several towns and cities of the State the comparative amounts of money expended for the support of public schools per child, as determined (1) by the number of children between five and fifteen years of age in the town or city and (2) by the number of children in the average membership of the public schools.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.		TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		AMOUNT OF LOCAL TAX FOR SCHOOL SUPPORT for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
			Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
<b>1904-5.</b>	<b>1905-6.</b>								
3	1	Lincoln,	\$7,198 50	\$8,164 21	133	106	\$54 12	\$67 91	\$77 02
1	2	Weston,	16,530 81	16,530 81	275	254	60 11	65 08	65 08
2	3	Nabant,	7,408 59	7,408 59	125	131	59 27	56 55	56 48
4	4	Brookline,	192,581 85	192,581 85	3,486	3,686	55 24	52 25	52 25
6	5	Hall,	9,137 22	9,137 22	222	180	41 16	60 76	50 78
6	6	Milton,	64,760 40	64,760 40	1,313	1,385	49 31	46 75	46 75
5	7	Wellesley,	35,738 42	35,890 92	788	827	45 35	43 21	43 40
8	8	Manchester,	17,189 15	17,189 15	462	405	37 21	42 44	42 44
11	9	Petersham,	4,551 59	5,750 24	140	109	32 51	41 76	51 93
37	10	Wrentham,	7,346 39	9,770 82	204	176	38 01	41 74	55 52
23	11	Dover,	4,383 65	5,864 05	126	106	34 79	41 36	55 32
40	12	Huntington,	1,970 03	3,031 13	63	48	31 27	41 04	63 15
21	13	Hopedale,	13,622 19	13,622 19	310	333	43 94	40 91	40 91
7	14	Conasset,	16,905 19	17,032 82	403	432	41 95	39 13	39 43
12	15	Newton,	232,590 89	232,590 89	6,273	5,978	37 08	38 91	38 91
9	16	West Boylston,	7,505 58	9,690 04	206	196	36 43	38 29	49 44
13	17	Lancaster,	12,952 72	12,952 72	423	340	30 62	38 10	38 10
15	18	Hamilton,	9,002 98	9,309 98	286	242	31 48	37 20	38 47
14	19	Webster,	23,271 69	23,271 69	2,033	635	11 45	36 65	36 65
26	20	Falmouth,	18,951 33	19,507 83	526	525	36 03	36 10	37 16

Table showing the comparative amounts of money expended for the support, etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.	TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
		Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
<b>1904-5.</b>								
18	Boston.	\$3,280,199 57	\$3,341,116 17	101,865	91,409	\$32 20	\$35 88	\$36 55
17	Westwood.	6,248 80	7,458 11	208	176	30 04	35 50	42 38
23	Springfield.	392,718 15	400,821 51	12,101	11,183	32 45	35 12	35 84
20	Belmont.	23,665 39	23,969 70	809	678	29 25	35 01	35 46
25	Stockbridge.	12,329 50	12,634 87	384	363	32 11	34 93	36 79
23	Lexington.	29,205 56	29,858 56	836	848	34 93	34 44	35 21
92	Hardwick.	13,270 89	14,479 47	580	396	22 88	33 51	36 56
41	Bedford.	4,816 16	6,638 40	193	144	24 95	33 46	46 10
29	Plainville.	6,400 47	6,400 47	191	192	33 51	33 34	33 34
56	Wenham.	4,428 17	4,767 67	164	134	28 99	33 03	35 58
43	Marion.	3,985 72	5,207 64	134	121	29 74	32 94	43 04
31	Mt. Washington.	654 72	1,348 72	18	20	36 37	32 74	67 44
352	Longmeadow.	4,490 54	6,227 15	203	138	22 12	32 64	46 12
25	Dedham.	49,678 97	51,095 36	1,368	1,530	36 32	32 47	33 40
31	Waltham.	99,175 49	99,367 29	3,876	3,070	25 59	32 30	32 37
35	Lowell.	339,221 21	346,020 97	14,658	10,502	23 14	32 30	32 95
27	Cambridge.	469,257 35	476,589 36	15,858	14,606	29 59	32 13	32 63
29	Yarmouth.	6,262 79	9,280 56	183	195	34 22	32 12	47 59
55	Holyoke.	189,573 62	189,573 62	10,385	5,909	18 25	32 06	32 08
24	Barnstable.	25,232 28	25,232 28	629	682	34 65	31 96	36 99
34	Harvard.	4,363 46	6,056 16	137	137	31 85	31 85	44 21
49	Arlington.	52,866 92	53,973 26	1,310	1,862	29 20	31 80	32 47
51	Canton.	17,991 97	18,159 47	815	570	22 08	31 39	31 86
43	Watertown.	46,413 35	46,413 35	1,772	1,488	26 19	31 19	31 19
32	Groton.	11,024 83	11,123 77	345	354	31 96	31 14	31 42
46	Swampscott.	23,979 28	23,979 28	763	772	31 84	31 06	31 06
38	Beverly.	82,862 16	82,862 16	2,651	2,670	33 26	31 03	31 03
44	Sudbury.	5,338 01	7,338 41	160	174	33 36	30 67	42 17
22								
<b>1905-6.</b>								
18	Boston.	\$3,280,199 57	\$3,341,116 17	101,865	91,409	\$32 20	\$35 88	\$36 55
21	Westwood.	6,248 80	7,458 11	208	176	30 04	35 50	42 38
22	Springfield.	392,718 15	400,821 51	12,101	11,183	32 45	35 12	35 84
23	Belmont.	23,665 39	23,969 70	809	678	29 25	35 01	35 46
24	Stockbridge.	12,329 50	12,634 87	384	363	32 11	34 93	36 79
25	Lexington.	29,205 56	29,858 56	836	848	34 93	34 44	35 21
26	Hardwick.	13,270 89	14,479 47	580	396	22 88	33 51	36 56
27	Bedford.	4,816 16	6,638 40	193	144	24 95	33 46	46 10
28	Plainville.	6,400 47	6,400 47	191	192	33 51	33 34	33 34
29	Wenham.	4,428 17	4,767 67	164	134	28 99	33 03	35 58
30	Marion.	3,985 72	5,207 64	134	121	29 74	32 94	43 04
31	Mt. Washington.	654 72	1,348 72	18	20	36 37	32 74	67 44
32	Longmeadow.	4,490 54	6,227 15	203	138	22 12	32 64	46 12
33	Dedham.	49,678 97	51,095 36	1,368	1,530	36 32	32 47	33 40
34	Waltham.	99,175 49	99,367 29	3,876	3,070	25 59	32 30	32 37
35	Lowell.	339,221 21	346,020 97	14,658	10,502	23 14	32 30	32 95
36	Cambridge.	469,257 35	476,589 36	15,858	14,606	29 59	32 13	32 63
37	Yarmouth.	6,262 79	9,280 56	183	195	34 22	32 12	47 59
38	Holyoke.	189,573 62	189,573 62	10,385	5,909	18 25	32 06	32 08
39	Barnstable.	25,232 28	25,232 28	629	682	34 65	31 96	36 99
40	Harvard.	4,363 46	6,056 16	137	137	31 85	31 85	44 21
41	Arlington.	52,866 92	53,973 26	1,310	1,862	29 20	31 80	32 47
42	Canton.	17,991 97	18,159 47	815	570	22 08	31 39	31 86
43	Watertown.	46,413 35	46,413 35	1,772	1,488	26 19	31 19	31 19
44	Groton.	11,024 83	11,123 77	345	354	31 96	31 14	31 42
45	Swampscott.	23,979 28	23,979 28	763	772	31 84	31 06	31 06
46	Beverly.	82,862 16	82,862 16	2,651	2,670	33 26	31 03	31 03
47	Sudbury.	5,338 01	7,338 41	160	174	33 36	30 67	42 17
48								

# SCHOOL RETURNS.

xcix

65	49	Walpole, . . . . .	22,086 26	23,157 37	747	729	29 57	30 30	31 77
47	50	Schnate, . . . . .	13,208 58	13,702 76	431	436	30 65	30 29	31 43
66	51	Haverhill, . . . . .	159,110 42	169,617 42	6,636	5,268	23 98	30 26	30 36
45	52	Winchester, . . . . .	50,094 67	50,327 62	1,589	1,659	32 55	30 20	30 34
73	53	Boyston, . . . . .	3,169 02	5,021 18	1,120	1,05	28 41	30 18	47 82
57	54	Worcester, . . . . .	591,478 19	594,806 51	21,610	19,616	27 37	30 16	30 32
54	55	Melrose, . . . . .	86,959 20	86,959 20	2,706	2,894	32 14	30 05	30 05
50	56	Malden, . . . . .	185,762 29	186,136 78	7,246	6,232	25 64	29 81	29 87
48	57	Concord, . . . . .	29,790 31	36,896 26	870	1,000	34 24	29 79	36 90
33	58	Fitchburg, . . . . .	116,139 52	116,696 52	6,559	3,922	17 76	29 61	29 75
70	59	North Adams, . . . . .	92,492 17	92,502 17	4,366	3,135	21 19	29 54	29 61
93	60	Barre, . . . . .	10,472 62	11,949 99	4,223	3,355	24 76	29 42	33 57
58	61	Ware, . . . . .	31,175 12	31,436 62	1,648	1,066	20 14	29 25	33 49
106	62	Lynnfield, . . . . .	2,811 13	3,860 92	118	97	23 82	28 98	39 80
116	63	Bourne, . . . . .	8,896 71	10,249 04	247	307	36 02	28 98	33 38
83	64	Reading, . . . . .	31,993 98	33,056 24	972	1,105	32 92	28 96	29 92
64	65	Sharon, . . . . .	8,763 92	10,788 96	344	303	25 48	28 92	35 60
66	66	Tolland, . . . . .	663 52	1,668 41	46	23	14 42	28 85	72 45
308	67	Lawrence, . . . . .	216,932 07	216,952 07	12,546	7,574	17 29	28 64	28 64
52	68	Wayland, . . . . .	10,868 07	12,773 53	373	380	29 14	28 60	33 62
39	69	Tewksbury, . . . . .	12,513 33	14,863 07	572	439	21 88	28 60	33 90
132	70	Chilmark, . . . . .	653 62	1,298 52	39	23	16 76	28 41	56 46
53	71	Montague, . . . . .	31,811 52	32,539 22	1,387	1,122	22 94	28 35	29 00
80	72	Lenox, . . . . .	17,715 69	17,916 69	562	625	31 52	28 35	28 67
90	73	Southbridge, . . . . .	27,026 76	27,026 76	2,113	940	12 79	28 34	28 34
111	74	Winthrop, . . . . .	35,332 18	35,332 18	1,933	1,247	27 33	28 33	28 33
60	75	New Bedford, . . . . .	251,350 89	255,251 40	12,887	8,579	19 50	28 31	28 70
42	76	Somerville, . . . . .	321,677 00	321,677 00	11,969	11,385	28 88	28 25	28 25
59	77	Medford, . . . . .	110,923 96	111,095 95	3,737	3,929	29 68	28 23	28 28
77	78	Needham, . . . . .	22,194 74	22,194 74	836	791	26 55	28 06	28 06
62	79	Carver, . . . . .	4,724 26	6,264 80	209	169	22 60	27 96	37 07
179	80	Gardner, . . . . .	43,484 91	43,727 90	2,118	1,557	27 93	27 93	28 08
84	81	Salem, . . . . .	129,748 39	129,748 39	6,832	4,683	18 99	27 71	27 71
68	82	Andover, . . . . .	31,799 08	34,963 20	1,211	1,152	28 26	27 60	30 35
79	83	Littleton, . . . . .	6,883 79	7,687 77	210	214	28 07	27 54	35 92
81	84	Revere, . . . . .	71,421 90	71,490 61	2,759	2,605	22 26	27 42	27 44
85	85	Attleborough, . . . . .	56,497 21	57,131 21	2,330	2,070	24 25	27 29	32 24
86	86	Deerfield, . . . . .	7,341 40	8,672 61	346	269	21 22	27 29	32 60
115	87	Leominster, . . . . .	56,053 21	56,623 21	2,543	2,057	22 04	27 25	27 53

Table showing the comparative amounts of money expended for the support, etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.	TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
		Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
1904-5.								
95	Wilbraham,	\$6,597 42	\$8,515 23	250	243	\$26 39	\$27 15	\$35 04
96	Hyde Park,	52,409 92	52,409 92	2,697	1,933	19 43	27 11	27 11
97	Brewster,	2,489 79	3,384 08	116	92	21 46	27 06	36 78
98	Southborough,	9,018 84	11,048 23	318	334	28 36	27 00	33 08
99	Dracont,	13,397 86	16,010 02	626	601	21 40	26 74	31 98
100	Dalton,	16,180 93	16,160 33	649	574	27 65	26 45	28 15
101	Hingham,	22,068 05	24,031 55	698	843	31 64	26 20	28 61
102	Norwood,	36,438 77	36,474 27	1,370	1,392	26 60	26 18	26 80
103	Greenfield,	40,716 86	41,739 11	1,807	1,568	27 02	26 13	26 80
104	Northampton,	72,132 89	74,894 11	3,189	2,766	12 62	26 08	27 08
105	Westfield,	63,514 61	61,042 27	2,285	2,057	23 42	25 86	32 78
106	Medford,	6,000 00	7,605 55	244	232	24 59	25 80	25 91
107	Lynn,	249,859 16	250,893 78	11,836	9,685	21 10	25 72	30 86
108	Pittsfield,	6,660 30	7,992 23	237	259	25 92	25 68	25 68
109	Ashby,	3,172 87	6,253 05	123	124	22 80	25 59	42 36
110	Williamstown,	18,348 79	19,133 28	822	718	22 32	25 56	26 65
111	Chicopee,	59,963 15	60,067 65	3,644	2,356	16 45	25 49	25 49
112	Mendon,	3,789 17	5,566 57	140	149	27 07	25 43	37 29
113	North Andover,	20,563 38	20,563 38	834	809	24 66	25 42	25 42
114	West Brookfield,	4,417 61	6,764 70	169	174	27 78	25 39	33 13
115	Natick,	43,835 21	44,319 71	1,625	1,728	26 98	25 37	25 66
116	Everett,	150,629 17	150,629 17	5,671	5,947	26 56	25 33	25 33
117	Millford,	36,828 86	37,021 14	1,915	1,462	19 23	25 19	25 32
118	Ludlow,	14,442 82	15,799 51	620	574	23 29	25 16	27 53
119	Abington,	23,423 68	24,048 68	852	881	27 49	25 16	25 83
120	Taunton,	116,113 36	118,822 11	5,445	4,617	21 32	25 15	28 74
121	Foxborough,	13,189 41	15,206 30	516	526	25 66	25 07	28 91
1905-6.								
95	Wilbraham,	\$6,597 42	\$8,515 23	250	243	\$26 39	\$27 15	\$35 04
96	Hyde Park,	52,409 92	52,409 92	2,697	1,933	19 43	27 11	27 11
97	Brewster,	2,489 79	3,384 08	116	92	21 46	27 06	36 78
98	Southborough,	9,018 84	11,048 23	318	334	28 36	27 00	33 08
99	Dracont,	13,397 86	16,010 02	626	601	21 40	26 74	31 98
100	Dalton,	16,180 93	16,160 33	649	574	27 65	26 45	28 15
101	Hingham,	22,068 05	24,031 55	698	843	31 64	26 20	28 61
102	Norwood,	36,438 77	36,474 27	1,370	1,392	26 60	26 18	26 80
103	Greenfield,	40,716 86	41,739 11	1,807	1,568	27 02	26 13	26 80
104	Northampton,	72,132 89	74,894 11	3,189	2,766	12 62	26 08	27 08
105	Westfield,	63,514 61	61,042 27	2,285	2,057	23 42	25 86	32 78
106	Medford,	6,000 00	7,605 55	244	232	24 59	25 80	25 91
107	Lynn,	249,859 16	250,893 78	11,836	9,685	21 10	25 72	30 86
108	Pittsfield,	6,660 30	7,992 23	237	259	25 92	25 68	25 68
109	Ashby,	3,172 87	6,253 05	123	124	22 80	25 59	42 36
110	Williamstown,	18,348 79	19,133 28	822	718	22 32	25 56	26 65
111	Chicopee,	59,963 15	60,067 65	3,644	2,356	16 45	25 49	25 49
112	Mendon,	3,789 17	5,566 57	140	149	27 07	25 43	37 29
113	North Andover,	20,563 38	20,563 38	834	809	24 66	25 42	25 42
114	West Brookfield,	4,417 61	6,764 70	169	174	27 78	25 39	33 13
115	Natick,	43,835 21	44,319 71	1,625	1,728	26 98	25 37	25 66
116	Everett,	150,629 17	150,629 17	5,671	5,947	26 56	25 33	25 33
117	Millford,	36,828 86	37,021 14	1,915	1,462	19 23	25 19	25 32
118	Ludlow,	14,442 82	15,799 51	620	574	23 29	25 16	27 53
119	Abington,	23,423 68	24,048 68	852	881	27 49	25 16	25 83
120	Taunton,	116,113 36	118,822 11	5,445	4,617	21 32	25 15	28 74
121	Foxborough,	13,189 41	15,206 30	516	526	25 66	25 07	28 91

# SCHOOL RETURNS.

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335	116	Plympton, . . . . .	1,402 59	2,983 70	68	56	22 26	25 06	37 21
117	117	Norton, . . . . .	6,792 71	9,455 05	271	273	25 07	24 88	34 63
130	118	Princeton, . . . . .	3,657 59	4,698 33	176	147	20 78	24 88	31 95
134	119	Chelmsford, . . . . .	17,860 47	18,801 97	785	718	23 66	24 88	26 33
189	120	Shrewsbury, . . . . .	6,632 67	8,168 66	304	268	21 83	24 82	30 48
164	121	Chelsea, . . . . .	162,063 68	162,283 66	7,282	6,147	16 07	24 74	24 77
120	122	Fall River, . . . . .	333,372 65	340,509 50	20,493	13,479	13 73	24 73	25 26
129	123	Frammingham, . . . . .	50,048 40	50,963 44	1,877	2,030	26 67	24 66	24 96
78	124	Duxbury, . . . . .	5,814 57	6,983 55	235	226	24 74	24 64	29 59
143	125	Peabody, . . . . .	46,219 55	48,408 55	2,423	1,876	19 08	24 64	24 74
100	126	Norwell, . . . . .	5,542 55	7,832 60	227	225	24 42	24 63	34 81
210	127	Tyngsborough, . . . . .	2,876 64	5,618 40	135	117	21 31	24 59	48 02
124	128	Wareham, . . . . .	14,330 00	15,080 00	590	583	24 29	24 58	25 87
127	129	Wakefield, . . . . .	50,745 94	62,477 63	1,987	2,067	26 20	24 56	25 39
114	130	Towusend, . . . . .	6,771 79	8,869 64	268	276	25 27	24 54	32 14
123	131	Brockton, . . . . .	183,983 25	184,258 71	8,072	7,512	22 79	24 49	24 53
91	132	Acton, . . . . .	7,822 83	9,234 23	329	321	22 78	24 37	28 77
161	133	Franklin, . . . . .	22,242 86	22,915 38	980	914	22 70	24 34	25 07
178	134	Topsfield, . . . . .	2,969 13	4,072 89	116	123	25 76	24 30	33 11
177	135	Westborough, . . . . .	16,496 45	16,646 89	666	679	24 77	24 30	24 52
149	136	Weymouth, . . . . .	51,436 02	51,635 52	2,014	2,120	25 54	24 26	24 36
157	137	Westford, . . . . .	9,591 96	11,083 45	420	397	22 84	24 16	27 94
139	138	Stoneham, . . . . .	26,355 75	26,547 45	1,061	1,091	24 84	24 16	24 33
126	139	Grafton, . . . . .	19,944 45	21,756 18	898	827	22 21	24 12	26 31
138	140	Plymouth, . . . . .	42,807 35	42,825 60	1,813	1,776	23 61	24 10	24 11
164	141	Great Barrington, . . . . .	24,680 04	26,757 54	933	1,024	26 42	24 07	26 13
198	142	Wallingford, . . . . .	3,102 94	4,197 40	123	129	25 23	24 06	32 54
135	143	North Attleborough, . . . . .	30,494 32	30,507 82	1,252	1,270	24 36	24 01	24 02
136	144	Marlborough, . . . . .	54,679 13	54,923 74	2,896	2,278	18 88	24 00	24 11
140	145	Adams, . . . . .	39,962 07	39,962 07	2,460	1,671	16 25	23 93	23 93
99	146	Danvers, . . . . .	35,145 63	37,785 85	1,334	1,473	26 35	23 86	24 36
168	147	Ashtand, . . . . .	7,101 00	9,157 47	266	299	27 74	23 75	30 63
186	148	Dartmouth, . . . . .	13,845 37	14,604 21	689	584	20 09	23 71	25 01
108	149	Dudley, . . . . .	8,460 98	9,888 02	792	360	10 65	23 60	26 63
146	150	Agawam, . . . . .	9,756 54	11,229 60	482	417	20 24	23 39	26 93
165	151	Rockland, . . . . .	26,914 56	26,531 56	1,088	1,109	24 97	23 37	23 92
36	152	Mattapoisett, . . . . .	4,041 56	5,866 05	215	174	18 80	23 23	33 71
171	153	Orange, . . . . .	23,885 17	23,885 17	1,075	1,031	22 22	23 17	23 17
144	154	Norfolk, . . . . .	3,216 48	4,708 46	135	139	22 83	23 14	33 95



Table showing the comparative amounts of money expended for the support, etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.	TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
		Local tax only.	Local tax plus the State and other contributions.	In the average membership of the public schools.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
<b>1904-5.</b>								
191	Randolph, . . . . .	\$14,114 75	\$15,398 99	662	610	\$21 32	\$23 14	\$25 24
156	Palmer, . . . . .	25,590 30	26,010 39	1,229	1,107	20 82	23 12	23 50
142	Braintree, . . . . .	29,740 88	30,155 08	1,190	1,289	24 99	23 07	23 39
133	Bridgewater, . . . . .	19,842 74	29,490 74	1,713	861	27 83	23 05	34 25
118	Methuen, . . . . .	32,746 56	33,483 06	1,660	1,424	19 73	23 00	23 61
167	Clinton, . . . . .	47,109 78	47,109 78	2,437	2,049	19 33	22 99	22 99
160	Maynard, . . . . .	17,138 98	17,763 98	745	747	23 01	22 94	23 78
161	Stow, . . . . .	3,834 25	5,921 69	175	172	22 48	22 87	34 43
162	Fairhaven, . . . . .	16,862 87	17,993 63	773	704	21 81	22 79	24 19
163	Amesbury, . . . . .	24,034 48	24,276 48	1,540	1,057	15 61	22 74	23 06
164	Middleborough, . . . . .	27,505 15	28,761 15	1,180	1,211	23 31	22 71	24 58
128	Spencer, . . . . .	23,601 81	24,252 06	1,345	1,044	17 55	22 61	23 23
155	Richmond, . . . . .	1,940 43	3,281 00	89	85	21 80	22 56	38 15
304	Warren, . . . . .	13,446 68	16,098 94	801	597	16 79	22 52	28 97
266	Hopkinton, . . . . .	9,614 34	11,471 57	407	428	23 62	22 46	26 80
203	Stoughton, . . . . .	17,993 69	18,881 09	985	802	18 28	22 44	23 54
148	Erving, . . . . .	4,268 24	5,645 33	176	191	24 25	22 35	29 56
338	Kingston, . . . . .	9,016 52	9,016 52	363	405	24 84	22 26	22 26
172	Dunstable, . . . . .	1,330 17	2,822 17	90	60	14 78	22 17	47 04
173	Athol, . . . . .	24,895 84	26,227 84	1,195	1,124	20 83	22 15	23 33
202	Northborough, . . . . .	7,741 32	9,971 83	368	352	21 04	21 99	28 33
174	North Brookfield, . . . . .	9,536 70	11,202 03	541	436	17 63	21 87	25 69
175	Hudson, . . . . .	21,847 58	21,965 34	1,046	1,001	20 89	21 83	21 93
176	North Reading, . . . . .	3,031 74	5,194 04	138	139	21 97	21 81	37 37
177	Sunderland, . . . . .	2,438 72	4,797 92	160	112	16 26	21 77	42 84
122	West Newbury, . . . . .	4,860 77	6,687 57	150	223	21 75	21 75	29 99
85	Hanover, . . . . .	7,732 32	8,770 99	333	358	23 22	21 60	24 50
168	Newbury, . . . . .	4,399 10	5,968 35	200	204	22 00	21 56	29 21
181								
182								
<b>1905-6.</b>								
156	Randolph, . . . . .	\$14,114 75	\$15,398 99	662	610	\$21 32	\$23 14	\$25 24
157	Palmer, . . . . .	25,590 30	26,010 39	1,229	1,107	20 82	23 12	23 50
158	Braintree, . . . . .	29,740 88	30,155 08	1,190	1,289	24 99	23 07	23 39
159	Bridgewater, . . . . .	19,842 74	29,490 74	1,713	861	27 83	23 05	34 25
160	Methuen, . . . . .	32,746 56	33,483 06	1,660	1,424	19 73	23 00	23 61
161	Clinton, . . . . .	47,109 78	47,109 78	2,437	2,049	19 33	22 99	22 99
162	Maynard, . . . . .	17,138 98	17,763 98	745	747	23 01	22 94	23 78
163	Stow, . . . . .	3,834 25	5,921 69	175	172	22 48	22 87	34 43
164	Fairhaven, . . . . .	16,862 87	17,993 63	773	704	21 81	22 79	24 19
165	Amesbury, . . . . .	24,034 48	24,276 48	1,540	1,057	15 61	22 74	23 06
166	Middleborough, . . . . .	27,505 15	28,761 15	1,180	1,211	23 31	22 71	24 58
167	Spencer, . . . . .	23,601 81	24,252 06	1,345	1,044	17 55	22 61	23 23
168	Richmond, . . . . .	1,940 43	3,281 00	89	85	21 80	22 56	38 15
169	Warren, . . . . .	13,446 68	16,098 94	801	597	16 79	22 52	28 97
170	Hopkinton, . . . . .	9,614 34	11,471 57	407	428	23 62	22 46	26 80
171	Stoughton, . . . . .	17,993 69	18,881 09	985	802	18 28	22 44	23 54
172	Erving, . . . . .	4,268 24	5,645 33	176	191	24 25	22 35	29 56
173	Kingston, . . . . .	9,016 52	9,016 52	363	405	24 84	22 26	22 26
174	Dunstable, . . . . .	1,330 17	2,822 17	90	60	14 78	22 17	47 04
175	Athol, . . . . .	24,895 84	26,227 84	1,195	1,124	20 83	22 15	23 33
176	Northborough, . . . . .	7,741 32	9,971 83	368	352	21 04	21 99	28 33
177	North Brookfield, . . . . .	9,536 70	11,202 03	541	436	17 63	21 87	25 69
178	Hudson, . . . . .	21,847 58	21,965 34	1,046	1,001	20 89	21 83	21 93
179	North Reading, . . . . .	3,031 74	5,194 04	138	139	21 97	21 81	37 37
180	Sunderland, . . . . .	2,438 72	4,797 92	160	112	16 26	21 77	42 84
181	West Newbury, . . . . .	4,860 77	6,687 57	223	223	21 75	21 75	29 99
182	Hanover, . . . . .	7,732 32	8,770 99	333	358	23 22	21 60	24 50
183	Newbury, . . . . .	4,399 10	5,968 35	200	204	22 00	21 56	29 21

# SCHOOL RETURNS.

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186	Pepperell, . . . . .	14,059 10	15,468 09	593	655	23 71	21 46	23 82
187	Whately, . . . . .	1,624 72	3,615 03	105	79	16 14	21 45	45 76
188	Granby, . . . . .	2,850 69	4,772 53	127	133	32 45	21 43	35 86
189	Saugus, . . . . .	27,705 23	28,104 73	1,301	1,294	21 30	21 41	24 32
190	Leicester, . . . . .	13,603 34	16,466 34	620	636	21 94	21 39	26 05
191	Sturbridge, . . . . .	8,760 46	8,258 45	332	317	20 36	21 33	24 02
192	BillERICA, . . . . .	10,533 15	11,865 60	508	494	18 90	21 32	26 64
193	Northfield, . . . . .	4,782 26	5,994 14	253	225	18 90	21 25	29 33
194	Sheffield, . . . . .	4,902 49	6,753 03	241	231	20 34	21 22	21 85
195	Whitman, . . . . .	25,575 23	26,352 29	1,155	1,206	22 14	21 21	21 85
196	Lee, . . . . .	12,192 29	14,007 02	717	576	17 00	21 17	24 32
197	Cottage City, . . . . .	4,349 67	4,662 17	244	206	17 83	21 12	22 63
198	South Hadley, . . . . .	17,768 88	19,637 77	769	844	23 11	21 05	23 33
199	Marblehead, . . . . .	25,984 83	25,984 83	1,125	1,239	23 10	20 97	20 97
200	Swansea, . . . . .	5,405 15	7,419 14	303	258	17 84	20 95	28 76
201	Merimac, . . . . .	7,658 65	10,006 98	321	367	23 86	20 87	27 27
202	Quincy, . . . . .	115,000 00	115,236 50	6,286	5,618	18 29	20 84	20 88
203	Gloucester, . . . . .	90,621 85	95,621 85	4,597	4,599	20 80	20 79	20 79
204	Mansfield, . . . . .	16,046 60	18,366 09	817	797	20 25	20 76	23 04
205	Barnardston, . . . . .	2,567 93	4,945 83	127	124	20 22	20 71	39 89
206	Uxbridge, . . . . .	14,587 33	15,433 57	741	705	19 69	20 69	21 89
207	Woburn, . . . . .	58,171 09	58,754 09	3,388	2,816	17 16	20 66	20 88
208	Royalston, . . . . .	2,625 60	4,259 37	136	128	19 31	20 61	33 28
209	Amherst, . . . . .	17,072 95	18,966 70	769	833	22 20	20 50	22 76
210	West Springfield, . . . . .	32,073 23	34,182 48	1,573	1,576	20 39	20 36	21 69
211	Holden, . . . . .	8,909 96	10,670 18	508	440	17 84	20 25	24 25
212	Brookfield, . . . . .	8,778 64	10,621 32	434	440	20 23	20 24	24 24
213	Easton, . . . . .	19,999 25	27,875 51	937	990	21 34	20 20	28 16
214	Sherborn, . . . . .	3,870 03	5,158 01	220	192	17 59	20 16	26 86
215	Boxford, . . . . .	1,611 31	3,596 72	103	76	16 64	20 12	47 33
216	Northbridge, . . . . .	26,990 22	26,990 22	1,347	1,347	19 47	20 04	20 04
217	Milbury, . . . . .	14,912 94	15,989 39	935	746	16 95	19 99	21 43
218	East Bridgewater, . . . . .	10,673 50	12,122 57	497	584	21 48	19 99	22 70
219	Lunenburg, . . . . .	3,892 88	6,636 91	226	196	17 23	19 88	28 89
220	Dana, . . . . .	2,424 94	4,184 17	133	122	18 23	19 84	34 30
221	Becket, . . . . .	2,420 96	4,295 18	159	253	16 23	19 82	35 21
222	Bellingham, . . . . .	5,015 12	6,761 40	309	263	15 37	19 82	26 72
223	New Braintree, . . . . .	1,367 66	3,057 51	89	69	16 37	19 82	44 31
224	Bolton, . . . . .	2,182 78	4,570 34	101	111	21 61	19 66	41 17

Table showing the comparative amounts of money expended for the support, etc. — Continued.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.	TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
		Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
<b>1904-5.</b>								
249	Oxford.	\$10,848 59	\$12,456 88	531	552	\$20 43	\$19 65	\$22 57
222	Cheshire.	3,417 85	5,437 35	226	174	15 12	19 64	31 23
239	Nantucket.	8,697 41	8,697 41	412	443	21 11	19 63	19 63
224	Newburyport.	39,583 05	42,036 50	2,421	2,020	16 35	19 60	20 81
220	Hadley.	5,246 84	8,534 27	282	269	18 60	19 50	31 73
232	Upton.	6,025 43	7,326 70	337	309	17 88	19 50	23 71
228	Chatham.	4,989 49	6,777 26	233	268	21 41	19 34	26 27
229	West Stockbridge.	2,683 73	4,726 46	182	189	14 75	19 31	34 00
211	Wilmington.	7,202 58	8,926 57	350	375	20 58	19 21	23 80
230	Holliston.	9,271 80	11,083 72	437	453	21 22	19 20	22 93
231	Rochester.	2,632 30	4,108 19	169	138	16 56	19 07	29 77
309	Georgetown.	5,092 69	6,495 99	296	267	17 26	19 07	24 33
267	Rockport.	15,290 94	15,290 94	834	802	18 33	19 07	19 07
231	Douglas.	6,080 17	7,318 39	388	319	15 67	19 06	22 94
235	Monson.	12,936 82	15,340 31	644	682	20 09	18 97	22 49
244	Dennis.	6,725 90	8,445 38	293	355	22 96	18 95	23 79
237	Brimfield.	2,286 63	3,839 22	145	121	15 77	18 90	31 73
268	Shelburne.	4,518 67	6,929 31	224	240	20 17	18 83	28 87
225	Charlton.	6,421 00	8,021 16	376	345	17 12	18 81	23 25
291	Russell.	2,319 50	3,679 76	178	126	13 03	18 41	29 20
237	Warwick.	1,834 13	3,337 27	124	100	14 79	18 34	33 37
242	Medway.	7,438 70	9,946 47	411	407	18 10	18 28	24 44
201	Edgartown.	3,100 33	4,630 33	173	170	17 92	18 24	27 24
170	Shirley.	4,613 06	6,685 80	289	253	15 96	18 23	26 43
247	Groveland.	7,729 51	9,324 82	390	424	15 96	18 23	21 99
217	Conway.	3,963 77	5,507 96	215	217	18 39	18 22	26 38
229	Prescott.	1,072 98	2,843 18	49	59	21 90	18 18	48 19
248	Rutland.	4,181 38	5,932 12	237	231	17 64	18 10	25 68
<b>1905-6.</b>								
249	Oxford.	\$10,848 59	\$12,456 88	531	552	\$20 43	\$19 65	\$22 57
222	Cheshire.	3,417 85	5,437 35	226	174	15 12	19 64	31 23
239	Nantucket.	8,697 41	8,697 41	412	443	21 11	19 63	19 63
224	Newburyport.	39,583 05	42,036 50	2,421	2,020	16 35	19 60	20 81
220	Hadley.	5,246 84	8,534 27	282	269	18 60	19 50	31 73
232	Upton.	6,025 43	7,326 70	337	309	17 88	19 50	23 71
228	Chatham.	4,989 49	6,777 26	233	268	21 41	19 34	26 27
229	West Stockbridge.	2,683 73	4,726 46	182	189	14 75	19 31	34 00
211	Wilmington.	7,202 58	8,926 57	350	375	20 58	19 21	23 80
230	Holliston.	9,271 80	11,083 72	437	453	21 22	19 20	22 93
231	Rochester.	2,632 30	4,108 19	169	138	16 56	19 07	29 77
309	Georgetown.	5,092 69	6,495 99	296	267	17 26	19 07	24 33
267	Rockport.	15,290 94	15,290 94	834	802	18 33	19 07	19 07
231	Douglas.	6,080 17	7,318 39	388	319	15 67	19 06	22 94
187	Monson.	12,936 82	15,340 31	644	682	20 09	18 97	22 49
244	Dennis.	6,725 90	8,445 38	293	355	22 96	18 95	23 79
259	Brimfield.	2,286 63	3,839 22	145	121	15 77	18 90	31 73
237	Shelburne.	4,518 67	6,929 31	224	240	20 17	18 83	28 87
268	Charlton.	6,421 00	8,021 16	376	345	17 12	18 81	23 25
225	Russell.	2,319 50	3,679 76	178	126	13 03	18 41	29 20
291	Warwick.	1,834 13	3,337 27	124	100	14 79	18 34	33 37
237	Medway.	7,438 70	9,946 47	411	407	18 10	18 28	24 44
242	Edgartown.	3,100 33	4,630 33	173	170	17 92	18 24	27 24
201	Shirley.	4,613 06	6,685 80	289	253	15 96	18 23	26 43
170	Groveland.	7,729 51	9,324 82	390	424	15 96	18 23	21 99
247	Conway.	3,963 77	5,507 96	215	217	18 39	18 22	26 38
217	Prescott.	1,072 98	2,843 18	49	59	21 90	18 18	48 19
229	Rutland.	4,181 38	5,932 12	237	231	17 64	18 10	25 68

# SCHOOL RETURNS.

CV

215	250	West Bridgewater,	5,552 77	7,203 24	328	307	16 83	18 09	23 46
327	251	Enfield, . . . . .	2,873 35	4,656 89	169	169	17 00	18 07	29 29
263	252	Hubbardston, . . . . .	6,213 00	6,298 00	207	200	17 45	18 07	26 49
266	253	Rehoboth, . . . . .	5,601 61	6,847 94	334	288	16 67	18 06	23 78
241	254	Dighton, . . . . .	5,346 07	7,605 97	345	296	15 50	18 06	25 69
176	255	Carlele, . . . . .	1,330 91	2,532 61	98	74	13 58	17 99	34 25
259	256	Westhampton, . . . . .	1,438 67	2,731 47	105	80	13 70	17 98	34 14
267	257	Millis, . . . . .	4,166 73	5,897 15	241	232	17 29	17 98	25 42
322	258	Hampden, . . . . .	1,812 01	3,407 24	98	101	18 49	17 94	33 74
274	259	Ayer, . . . . .	8,450 52	10,347 07	445	472	18 99	17 90	21 92
278	260	Somerset, . . . . .	7,434 07	8,676 39	458	416	16 23	17 87	20 86
261	261	New Salem, . . . . .	2,030 87	4,394 49	101	114	20 11	17 81	38 55
292	262	Chesterfield, . . . . .	1,333 83	2,842 18	86	75	15 61	17 78	37 90
137	263	Sandwich, . . . . .	4,302 73	6,469 12	232	242	19 38	17 78	26 57
242	264	New Marlborough, . . . . .	3,174 64	4,543 49	185	179	17 16	17 74	25 38
251	265	Easthampton, . . . . .	19,951 06	21,332 00	1,128	1,128	17 69	17 69	18 91
206	266	Sterling, . . . . .	3,532 51	5,833 29	201	201	17 67	17 67	29 02
219	267	Westport, . . . . .	7,358 61	8,735 96	506	417	14 54	17 65	20 95
288	268	Greenwich, . . . . .	1,180 00	2,559 58	91	67	12 97	17 61	38 20
280	269	Provincetown, . . . . .	14,272 52	16,072 20	888	816	16 07	17 49	19 70
282	270	Ashburnham, . . . . .	5,827 08	6,090 34	363	338	16 06	17 24	18 01
255	271	Pembroke, . . . . .	2,983 02	4,375 03	179	172	16 58	17 23	25 44
287	272	Huntington, . . . . .	5,629 10	7,408 91	299	322	18 49	17 17	23 01
258	273	Acushnet, . . . . .	3,261 09	5,491 59	232	190	14 06	17 16	28 90
274	274	Ipswich, . . . . .	13,593 82	16,415 32	901	792	16 09	17 16	20 73
283	275	Salisbury, . . . . .	3,913 03	4,860 29	275	228	14 23	17 16	21 32
273	276	Templeton, . . . . .	9,606 61	11,326 94	679	561	14 15	17 12	20 19
227	277	Chester, . . . . .	4,344 27	6,650 51	241	264	18 03	17 10	26 18
147	278	Tisbury, . . . . .	3,117 46	4,692 31	187	183	16 67	17 04	25 64
281	279	Essex, . . . . .	5,876 11	7,580 00	357	346	16 46	16 98	21 91
236	280	Niddleton, . . . . .	2,200 06	3,623 29	157	131	14 01	16 79	27 66
166	281	Hatfield, . . . . .	3,920 59	5,770 30	265	235	14 79	16 68	24 55
279	282	Westminster, . . . . .	3,981 38	5,423 47	238	242	16 73	16 45	22 41
283	283	Ashfield, . . . . .	2,596 13	5,016 50	152	168	17 08	16 45	31 75
284	284	Paxton, . . . . .	1,200 00	2,823 96	94	73	12 77	16 44	38 71
270	285	Blackstone, . . . . .	17,033 77	17,540 52	1,152	1,038	14 79	16 41	16 90
284	286	Charlmont, . . . . .	2,369 93	4,837 89	162	147	14 63	16 12	32 91
300	287	Holbrook, . . . . .	7,570 95	9,185 54	434	470	17 44	16 11	19 54
280	288	Avon, . . . . .	6,560 39	7,236 04	319	345	17 40	16 09	20 98

Table showing the comparative amounts of money expended for the support, etc. — Concluded.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.	TOWNS AND CITIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
		Local tax only.	Local tax plus other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus other contributions.
<b>1904-5.</b>								
310	Blandford, . . . . .	\$1,782 43	\$3,413 89	133	111	\$13 40	\$16 06	\$30 75
289	Otis, . . . . .	1,091 81	2,265 56	79	68	13 82	16 06	33 32
345	Orleans, . . . . .	3,039 22	5,361 06	170	191	18 00	16 02	28 07
218	Winchendon, . . . . .	16,927 90	25,507 13	1,098	1,077	18 42	16 72	23 68
299	Halifax, . . . . .	1,000 00	2,262 32	77	64	12 99	15 63	35 35
303	Montgomery, . . . . .	649 15	2,213 63	48	42	13 62	15 46	52 71
121	Harwich, . . . . .	6,087 81	7,998 06	396	394	15 37	15 45	20 30
254	Hinsdale, . . . . .	3,974 42	5,842 18	255	258	15 59	15 40	22 64
264	Buckland, . . . . .	3,555 10	6,039 37	274	231	12 97	15 39	26 14
297	Berlin, . . . . .	2,443 35	4,558 10	173	159	14 12	15 37	28 65
336	Granville, . . . . .	2,319 66	4,109 33	160	162	16 46	15 33	27 03
319	Auburn, . . . . .	4,362 07	6,665 67	398	286	11 01	15 32	23 31
296	Rowley, . . . . .	2,984 07	4,620 43	242	196	12 33	15 22	23 57
305	Leverett, . . . . .	1,678 08	3,017 32	117	112	14 34	14 98	26 94
302	Hancock, . . . . .	934 06	2,348 00	76	63	12 45	14 83	37 27
292	Sutton, . . . . .	7,892 49	9,624 70	635	539	12 43	14 64	17 86
307	Shutesbury, . . . . .	774 61	2,088 27	64	53	12 10	14 62	39 40
305	Tyringham, . . . . .	231 37	1,509 56	41	20	7 11	14 57	76 48
306	Florida, . . . . .	1,017 61	2,285 65	41	70	12 88	14 54	32 65
320	Hanson, . . . . .	3,218 65	5,098 14	237	222	13 58	14 50	22 96
277	Colrain, . . . . .	4,361 84	7,023 95	355	307	12 29	14 21	22 88
312	Phillipston, . . . . .	938 88	2,607 45	64	68	14 98	14 10	38 34
246	Savoy, . . . . .	1,169 51	2,853 27	84	83	13 92	14 09	34 38
234	Lanesborough, . . . . .	1,604 48	3,490 34	134	115	11 97	13 98	30 35
312	Worthington, . . . . .	1,612 57	3,449 02	111	116	14 53	13 94	29 73
334	Monterey, . . . . .	876 71	2,216 41	90	63	9 74	13 92	35 18
328	Rowe, . . . . .	980 45	2,399 71	99	71	9 90	13 81	33 80
162	Williamsburg, . . . . .	5,338 06	8,401 57	364	387	14 67	13 79	21 71
301								
<b>1903-5.</b>								

# SCHOOL RETURNS.

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286	317	Raynham, .	2,808 68	6,228 92	267	204	10 93	13 77	25 63
332	318	Frestown, .	3,320 23	4,694 51	269	242	12 82	13 72	19 40
319	319	Monroe, .	738 91	1,873 50	60	54	14 78	13 68	34 69
320	320	Southampton, .	2,043 05	4,082 96	167	151	12 23	13 63	27 04
313	321	Southwick, .	2,391 00	5,015 43	187	180	12 79	13 28	27 86
290	322	East Longmeadow, .	3,633 69	7,167 03	311	289	12 33	13 27	24 76
306	323	Belchertown, .	5,449 20	7,948 53	424	411	12 85	13 26	19 34
302	324	Eastham, .	965 00	2,542 63	78	73	12 28	13 10	34 83
325	325	Egremont, .	1,100 00	3,036 97	98	84	11 22	13 10	36 15
311	326	Windsor, .	1,103 42	2,741 34	93	86	11 86	12 83	31 88
340	327	Holland, .	215 00	868 31	18	17	11 94	12 65	61 06
330	328	Boxborough, .	606 32	2,302 47	51	48	11 89	12 63	47 97
329	328	Hawley, .	731 82	2,440 85	83	58	8 82	12 62	42 08
321	330	Truro, .	1,717 30	3,408 14	149	137	11 63	12 63	24 86
333	331	Leyden, .	874 72	2,657 01	72	70	12 50	12 60	36 53
314	332	Seekonk, .	2,863 73	4,934 67	255	232	11 23	12 34	21 27
316	333	Gill, .	1,492 54	3,393 14	167	122	8 94	12 23	27 81
329	334	Cummington, .	1,601 95	3,759 39	133	132	12 05	12 14	28 48
335	335	Wendell, .	849 25	2,353 90	93	70	9 13	12 13	33 63
212	336	Lakeville, .	1,497 20	4,115 43	146	126	10 25	11 88	32 66
346	337	Oakham, .	963 86	2,377 99	87	83	11 31	11 85	28 65
341	338	Plainfield, .	750 00	1,889 45	82	66	9 16	11 54	29 07
275	339	Sandisfield, .	969 68	2,494 31	101	86	9 60	11 28	29 00
342	340	West Tisbury, .	680 39	2,416 91	54	62	12 60	10 97	33 97
315	341	Washington, .	646 31	1,997 29	72	59	8 98	10 95	33 85
293	342	Wales, .	1,048 50	2,402 00	122	98	8 59	10 70	24 51
248	343	Alford, .	326 68	1,524 59	49	31	6 67	10 54	40 18
323	344	Heath, .	734 19	2,151 62	61	70	12 04	10 49	30 74
331	345	Peru, .	1,968 75	1,968 75	68	50	7 71	10 48	39 18
348	346	Clarksburg, .	1,968 56	4,085 83	265	196	7 43	10 04	20 85
326	347	Mashpee, .	486 86	1,550 06	54	51	9 02	9 55	30 39
344	348	Berkley, .	1,167 76	3,286 20	150	141	7 22	8 28	23 31
125	349	New Ashford, .	57 75	610 61	8	8	7 79	7 22	75 33
247	350	Goshen, .	344 50	1,838 45	54	48	6 38	7 18	38 30
350	351	Middlefield, .	655 87	2,521 47	101	100	6 49	6 56	25 21
337	352	Pelham, .	367 79	2,074 32	93	73	3 96	6 04	28 42
353	353	Gosnold, .	75 00	619 60	18	18	4 17	4 17	34 42
353	354	Gay Head, .	126 00	1,290 39	39	39	3 23	3 23	33 09

GRADUATED TAXATION TABLE.

Rank according to the amount yielded for each child in the average membership of the public schools by the local tax for school support.	COUNTIES.	AMOUNT EXPENDED FOR THE SUPPORT OF THE PUBLIC SCHOOLS FROM THE —		NUMBER OF CHILDREN —		Amount of local tax for school support for each child between five and fifteen years of age.	AMOUNT YIELDED FOR EACH CHILD IN THE AVERAGE MEMBERSHIP OF THE PUBLIC SCHOOLS BY THE —	
		Local tax only.	Local tax plus the State and other contributions.	In town between five and fifteen years of age.	In the average membership of the public schools.		Local tax for support.	Local tax plus the State and other contributions.
1905-1906.								
1	Suffolk.	\$3,539,016 33	\$3,600,222 62	113,149	101,408	\$31 28	\$34 90	\$35 60
2	Norfolk.	846,686 69	874,795 62	29,622	28,101	28 58	31 03	31 13
3	Hampden.	825,310 98	873,202 58	35,093	27,755	23 52	29 74	31 46
4	Middlesex.	2,805,690 73	2,886,100 82	104,214	95,460	23 92	29 39	30 23
5	Worcester.	1,381,957 22	1,468,462 26	64,224	62,602	21 61	26 27	27 92
6	Essex.	1,360,942 34	1,392,351 43	65,269	62,773	20 86	26 79	26 38
7	Bristol.	906,042 43	963,347 81	48,993	36,383	18 49	24 90	26 20
8	Berkshire.	370,416 88	411,402 97	17,899	14,899	20 69	24 86	27 61
9	Plymouth.	484,273 64	526,386 55	20,423	20,214	23 71	23 96	26 04
10	Barnstable.	104,100 50	130,475 12	4,307	4,447	24 17	23 41	29 34
11	Franklin.	153,581 83	197,196 41	7,539	6,905	20 87	22 24	28 56
12	Hampshire.	201,709 66	244,392 61	10,406	9,619	19 39	21 19	26 67
13	Nantucket.	8,697 41	8,697 41	412	443	21 11	19 63	19 63
14	Dukes.	12,102 37	19,609 23	754	701	16 06	17 26	27 97

AGGREGATE FOR THE STATE.

State,	\$13,000,397 89	\$13,585,633 04	622,313	451,600	\$24 89	\$28 79	\$30 08
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## II. GRADUATED VALUATION TABLE.

*A graduated table in which all the towns in the State are numerically arranged according to the proportion of their taxable property appropriated for the support of public schools for the year 1905-1906.*

For 1904-1906, by the State valuation of 1904.	For 1906-1906, by the State valuation of 1906.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.	For 1904-1906, by the State valuation of 1904.	For 1906-1906, by the State valuation of 1906.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.
1	1	West Boylston, . .	\$11 29	47	48	Templeton, . .	\$6 67
4	2	Huntington, . .	9 75	78	49	Rehoboth, . .	6 66
-	3	Plainville, . .	9 12	49	50	Gardner, . .	6 65
6	4	Grafton, . .	9 11	58	51	Ashby, . .	6 58
3	5	Abington, . .	9 04	25	52	Danvers, . .	6 58
69	6	Hardwick, . .	8 04	95	53	Natick, . .	6 56
12	7	Montague, . .	7 83	94	54	Millbury, . .	6 51
14	8	Palmer, . .	7 77	118	55	Wilbraham, . .	6 54
62	9	Clarksburg, . .	7 70	88	56	Somerset, . .	6 48
9	10	Warren, . .	7 63	26	57	New Salem, . .	6 46
16	11	Monson, . .	7 62	140	58	Barre, . .	6 44
30	12	Mt. Washington, . .	7 43	27	59	Middleborough, . .	6 41
13	13	Rockland, . .	7 42	79	60	Mansfield, . .	6 40
31	14	Provincetown, . .	7 40	65	61	E. Bridgewater, . .	6 38
38	15	Weymouth, . .	7 39	70	62	Leicester, . .	6 36
57	16	Blackstone, . .	7 38	36	63	Merrimac, . .	6 36
11	17	Groveland, . .	7 31	113	64	Lee, . .	6 35
8	18	E. Longmeadow, . .	7 17	151	65	Westhampton, . .	6 35
7	19	Wrentham, . .	7 14	29	66	Bellingham, . .	6 35
18	20	Ware, . .	7 09	45	67	Pepperell, . .	6 34
250	21	W. Stockbridge, . .	7 04	82	68	Methuen, . .	6 32
41	22	Colrain, . .	7 04	56	69	Ashburnham, . .	6 32
21	23	Northbridge, . .	7 03	76	70	Holden, . .	6 29
35	24	South Hadley, . .	7 03	84	71	Sutton, . .	6 27
68	25	Boylston, . .	7 02	20	72	Belchertown, . .	6 25
32	26	Randolph, . .	7 01	39	73	Prescott, . .	6 24
127	27	Tewksbury, . .	6 99	73	74	Southborough, . .	6 24
23	28	N. Attleborough, . .	6 98	80	75	Dracut, . .	6 24
28	29	Orange, . .	6 98	55	76	Foxborough, . .	6 24
50	30	Sturbridge, . .	6 96	96	77	North Adams, . .	6 22
22	31	Brookfield, . .	6 93	37	78	Bridgewater, . .	6 21
33	32	Hudson, . .	6 92	103	79	Franklin, . .	6 21
77	33	Adams, . .	6 91	63	80	Kingston, . .	6 18
186	34	Dana, . .	6 86	72	81	Westfield, . .	6 13
54	35	Reading, . .	6 83	93	82	Wakefield, . .	6 12
46	36	Norton, . .	6 82	87	83	Avon, . .	6 11
43	37	Everett, . .	6 79	60	84	Charlemont, . .	6 09
24	38	Chester, . .	6 78	188	85	Barnardston, . .	6 09
98	39	Ashland, . .	6 78	74	86	Saugus, . .	6 08
2	40	Savoy, . .	6 77	126	87	Chelsea, . .	6 06
34	41	Norwell, . .	6 75	64	88	Williamstown, . .	6 04
52	42	Florida, . .	6 73	67	89	Littleton, . .	6 04
190	43	Petersham, . .	6 73	71	90	Greenfield, . .	6 01
15	44	Hinsdale, . .	6 72	135	91	Holliston, . .	6 00
19	45	Norwood, . .	6 72	61	92	Dudley, . .	5 99
90	46	Oxford, . .	6 69	66	93	Walpole, . .	5 99
40	47	Spencer, . .	6 68	115	94	Leominster, . .	5 98



## BOARD OF EDUCATION.

For 1904-1906, by the State valuation of 1904.	For 1905-1906, by the State valuation of 1906.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of value- tion.	For 1904-1906, by the State valuation of 1904.	For 1905-1906, by the State valuation of 1906.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of value- tion.
89	95	Braintree, . . .	\$5 97	42	156	Sunderland, . . .	\$5 29
165	96	Tyngsborough, . .	5 97	164	157	Warwick, . . .	5 28
83	97	Dighton, . . .	5 95	155	158	Easthampton, . .	5 28
86	98	Chicopee, . . .	5 95	182	159	Westborough, . .	5 28
312	99	Erving, . . .	5 94	268	160	Royalston, . . .	5 26
75	100	Mendon, . . .	5 94	85	161	Harwich, . . .	5 25
59	101	Whitman, . . .	5 93	136	162	Attleborough, . .	5 24
63	102	Holbrook, . . .	5 91	159	163	Sheffield, . . .	5 22
102	103	Clinton, . . .	5 91	172	164	Medford, . . .	5 22
120	104	Haverhill, . . .	5 90	201	165	Arlington, . . .	5 21
51	105	Williamsburg, . .	5 89	138	166	W. Brookfield, . .	5 21
117	106	Wilmington, . . .	5 89	205	167	Acton, . . .	5 19
91	107	Conway, . . .	5 88	48	168	Orleans, . . .	5 19
144	108	Chelmsford, . . .	5 88	176	169	Peabody, . . .	5 18
124	109	Westford, . . .	5 87	133	170	Douglas, . . .	5 17
112	110	Fairhaven, . . .	5 86	180	171	Georgetown, . . .	5 17
111	111	Hopkinton, . . .	5 86	163	172	Buckland, . . .	5 16
146	112	Athol, . . .	5 84	97	173	Chatham, . . .	5 14
99	113	Northborough, . .	5 83	219	174	Worthington, . . .	5 14
119	114	Dennis, . . .	5 83	149	175	Cummington, . . .	5 13
134	115	Revere, . . .	5 82	259	176	Charlton, . . .	5 10
218	116	Granby, . . .	5 81	158	177	Dalton, . . .	5 03
110	117	Rutland, . . .	5 80	193	178	Rockport, . . .	5 01
123	118	Millis, . . .	5 80	216	179	Deerfield, . . .	4 97
109	119	Milford, . . .	5 77	153	180	Hingham, . . .	4 97
284	120	Richmond, . . .	5 76	196	181	Ayer, . . .	4 97
161	121	Granville, . . .	5 76	212	182	Shirley, . . .	4 96
130	122	Uxbridge, . . .	5 75	320	183	Otis, . . .	4 94
137	123	Southbridge, . . .	5 75	160	184	Needham, . . .	4 93
128	124	Malden, . . .	5 75	168	185	Cheshire, . . .	4 91
122	125	North Brookfield, .	5 73	208	186	Lexington, . . .	4 90
101	126	Brockton, . . .	5 72	184	187	Worcester, . . .	4 89
187	127	Brimfield, . . .	5 70	44	188	Monroe, . . .	4 87
132	128	Melrose, . . .	5 67	302	189	Hampden, . . .	4 86
121	129	Northampton, . . .	5 66	173	190	Springfield, . . .	4 85
106	130	Hubbardston, . . .	5 66	232	191	Shrewsbury, . . .	4 85
157	131	Townsend, . . .	5 65	221	192	Maynard, . . .	4 82
108	132	Marlborough, . . .	5 62	231	193	Gt. Barrington, . .	4 81
5	133	Rowe, . . .	5 57	162	194	Acushnet, . . .	4 79
142	134	Essex, . . .	5 56	17	195	Hawley, . . .	4 76
125	135	Hanover, . . .	5 56	116	196	Heath, . . .	4 76
92	136	Upton, . . .	5 56	198	197	Stow, . . .	4 76
279	137	Leverett, . . .	5 55	200	198	Lowell, . . .	4 74
129	138	West Springfield, . .	5 54	156	199	Dunstable, . . .	4 73
104	139	Agawam, . . .	5 53	202	200	Winchester, . . .	4 73
152	140	Westminster, . . .	5 53	237	201	Swansea, . . .	4 72
114	141	N. Marlborough, . .	5 52	204	202	Amherst, . . .	4 71
147	142	Pittsfield, . . .	5 49	253	203	Rochester, . . .	4 71
81	143	Medway, . . .	5 48	179	204	Truro, . . .	4 71
195	144	Winchendon, . . .	5 46	178	205	Lawrence, . . .	4 69
143	145	Stoughton, . . .	5 46	183	206	West Newbury, . .	4 63
131	146	Somerville, . . .	5 44	197	207	Canton, . . .	4 63
181	147	Ludlow, . . .	5 41	220	208	Salisbury, . . .	4 62
145	148	Woburn, . . .	5 41	241	209	North Andover, . .	4 61
100	149	Wayland, . . .	5 39	207	210	Hadley, . . .	4 60
170	150	Andover, . . .	5 39	174	211	Fitchburg, . . .	4 60
148	151	Concord, . . .	5 39	217	212	Holyoke, . . .	4 54
166	152	Stoneham, . . .	5 38	215	213	Norfolk, . . .	4 54
134	153	Framingham, . . .	5 34	10	214	Montgomery, . . .	4 53
150	154	Taunton, . . .	5 34	105	215	Windsor, . . .	4 52
175	155	Becket, . . .	5 32	229	216	Cambridge, . . .	4 52

## SCHOOL RETURNS.

cxi

For 1904-1906, by the State valuation of 1904.	For 1905-1906, by the State valuation of 1905.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.	For 1904-1906, by the State valuation of 1904.	For 1905-1906, by the State valuation of 1905.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.
261	217	Brewster, . . .	\$4 50	107	278	Wales, . . .	\$3 74
210	218	Quincy, . . .	4 50	254	279	Winthrop, . . .	3 71
206	219	Amesbury, . . .	4 49	223	280	Longmeadow, . . .	3 70
236	220	Chesterfield, . . .	4 48	273	281	Newburyport, . . .	3 63
304	221	Berlin, . . .	4 48	244	282	Shutesbury, . . .	3 62
239	222	Plymouth, . . .	4 48	281	283	Marblehead, . . .	3 61
139	223	Bolton, . . .	4 48	280	284	Newton, . . .	3 60
177	224	Westport, . . .	4 47	267	285	Newbury, . . .	3 59
249	225	Gloucester, . . .	4 47	301	286	Lenox, . . .	3 57
194	226	Shelburne, . . .	4 47	224	287	Edgartown, . . .	3 57
230	227	Dedham, . . .	4 46	251	288	Gill, . . .	3 56
171	228	North Reading, . . .	4 46	309	289	Gay Head, . . .	3 56
227	229	Lynn, . . .	4 45	265	290	Scituate, . . .	3 54
192	230	Auburn, . . .	4 45	271	291	Ipswich, . . .	3 52
234	231	Salem, . . .	4 44	252	292	Wendell, . . .	3 50
191	232	Ashfield, . . .	4 41	275	293	Middlefield, . . .	3 50
211	233	Greenwich, . . .	4 40	288	294	Stockbridge, . . .	3 49
242	234	Barnstable, . . .	4 40	314	295	Yarmouth, . . .	3 40
185	235	Sudbury, . . .	4 40	308	296	New Braintree, . . .	3 40
141	236	Sandwich, . . .	4 38	323	297	Burlington, . . .	3 38
294	237	Dover, . . .	4 37	167	298	Lanesborough, . . .	3 37
235	238	Sharon, . . .	4 32	269	299	Phillipston, . . .	3 36
189	239	Perru, . . .	4 31	291	300	Paxton, . . .	3 35
238	240	Waltham, . . .	4 31	317	301	Bourne, . . .	3 33
226	241	Leyden, . . .	4 30	295	302	Hancock, . . .	3 30
209	242	Billerica, . . .	4 28	263	303	Carlisle, . . .	3 25
272	243	Dartmouth, . . .	4 27	310	304	Monterey, . . .	3 23
243	244	Belmont, . . .	4 22	199	305	Sandisfield, . . .	3 16
348	245	Plympton, . . .	4 22	315	306	Halifax, . . .	3 11
240	246	Wareham, . . .	4 21	311	307	Hamilton, . . .	3 08
287	247	Plainfield, . . .	4 19	303	308	Pembroke, . . .	3 08
284	248	Blandford, . . .	4 18	296	309	Middleton, . . .	3 07
258	249	Southampton, . . .	4 13	305	310	Duxbury, . . .	3 01
225	250	Easton, . . .	4 12	322	311	Wellesley, . . .	3 00
283	251	Enfield, . . .	4 09	316	312	Milton, . . .	2 98
245	252	Fall River, . . .	4 08	324	313	Weston, . . .	2 98
257	253	Hyde Park, . . .	4 07	341	314	Carver, . . .	2 97
266	254	Southwick, . . .	4 06	321	315	Swampscott, . . .	2 94
169	255	W. Bridgewater, . . .	4 05	325	316	Topsfield, . . .	2 94
285	256	Freetown, . . .	4 04	338	317	Lincoln, . . .	2 87
289	257	Rowley, . . .	4 02	331	318	Wellfleet, . . .	2 86
222	258	Sherborn, . . .	4 00	276	319	Hatfield, . . .	2 81
256	259	Beverly, . . .	3 98	344	320	Oakham, . . .	2 81
255	260	Lunenburg, . . .	3 96	332	321	Berkley, . . .	2 81
260	261	Harvard, . . .	3 96	307	322	Eastham, . . .	2 73
346	262	Whately, . . .	3 94	327	323	Westwood, . . .	2 72
293	263	Lynnfield, . . .	3 91	319	324	Hopedale, . . .	2 70
248	264	Marshfield, . . .	3 91	329	325	Seekonk, . . .	2 67
282	265	Medfield, . . .	3 91	340	326	Nantucket, . . .	2 65
246	266	New Bedford, . . .	3 90	333	327	Chilmark, . . .	2 62
262	267	Bedford, . . .	3 90	334	328	Boston, . . .	2 60
213	268	Sterling, . . .	3 89	297	329	Mashpee, . . .	2 58
286	269	Tolland, . . .	3 87	336	330	Cohasset, . . .	2 57
306	270	Northfield, . . .	3 86	342	331	Holland, . . .	2 55
278	271	Webster, . . .	3 86	298	332	Mattapolsett, . . .	2 55
270	272	Lancaster, . . .	3 85	203	333	Hanson, . . .	2 53
233	273	Russell, . . .	3 78	335	334	Marion, . . .	2 53
247	274	Raynham, . . .	3 77	330	335	Boxborough, . . .	2 48
299	275	Princeton, . . .	3 76	328	336	Cottage City, . . .	2 47
277	276	Watertown, . . .	3 75	339	337	Egremont, . . .	2 45
290	277	Groton, . . .	3 75	337	338	Falmouth, . . .	2 41

For 1904-1905, by the State valuation of 1904.	For 1905-1906, by the State valuation of 1905.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.	For 1904-1905, by the State valuation of 1904.	For 1905-1906, by the State valuation of 1905.	TOWNS AND CITIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.
214	339	Lakeville, . . .	\$2 39	228	347	Pelham, . . .	\$1 86
313	340	Tisbury, . . .	2 37	350	348	West Tisbury, . .	1 61
300	341	Goshen, . . .	2 17	351	349	Manchester, . .	1 57
349	342	Wenham, . . .	2 15	343	350	Boxford, . . .	1 48
345	343	Brookline, . . .	2 12	352	351	Nahant, . . .	1 34
274	344	Washington, . .	2 08	326	352	Tyringham, . .	1 21
292	345	Alford, . . .	2 07	318	353	New Ashford, . .	1 08
347	346	Hull, . . .	1 94	353	354	Gosnold, . . .	0 22

## GRADUATED VALUATION TABLE.

*Showing the different counties in the State, numerically arranged, according to the proportion of their taxable property appropriated for the support of public schools for the year 1905-1906.*

For 1905-1906, by the State valuation of 1905.	COUNTIES.	Amount appropri- ated to the support of public schools for each thousand dollars of valua- tion.	Amount raised by local taxation and expended for the support of public schools, being the balance of the tax for such support diminished by con- tributions from other sources than local taxation.	Valuation of 1905.
1	Franklin, . . . . .	\$5 99	\$153,581 83	\$25,654,709
2	Hampshire, . . . . .	5 61	201,709 56	35,929,858
3	Berkshire, . . . . .	5 42	370,416 88	68,341,719
4	Worcester, . . . . .	5 21	1,381,957 22	263,324,152
5	Plymouth, . . . . .	5 11	484,273 64	94,802,978
6	Hampden, . . . . .	5 05	825,310 96	163,498,342
7	Middlesex, . . . . .	4 92	2,805,650 73	570,177,989
8	Essex, . . . . .	4 44	1,360,942 34	306,812,624
9	Bristol, . . . . .	4 38	906,042 43	206,909,312
10	Barnstable, . . . . .	3 90	104,100 50	26,674,131
11	Norfolk, . . . . .	3 59	846,595 69	235,500,546
12	Suffolk, . . . . .	2 71	3,539,016 33	1,306,348,979
13	Nantucket, . . . . .	2 65	8,697 41	3,283,002
14	Dukes, . . . . .	2 42	12,102 37	4,996,822

## AGGREGATE FOR STATE.

State, . . . . .	\$3 92	\$13,000,397 89	\$3,312,255,163
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## III. GRADUATED ATTENDANCE TABLE.

*In which all the towns in the State are numerically arranged according to the ratio of the AVERAGE ATTENDANCE of children upon the public schools to the whole number of children in town between 5 and 15 years of age, for the year 1905-1906.*

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	Dennis, . . .	293	332	1.13	41	E. Bridgewater, . .	497	493	.99
2	Bourne, . . .	247	279	1.13	42	Wilmington, . .	350	347	.99
3	Bridgewater, . .	713	800	1.12	43	Yarmouth, . .	183	181	.99
4	Hingham, . . .	698	779	1.12	44	Ayer, . . .	445	440	.99
5	Ashland, . . .	256	285	1.11	45	Erving, . . .	176	174	.99
6	Prescott, . . .	49	53	1.08	46	Sudbury, . . .	160	158	.99
7	Merrimac, . . .	321	345	1.07	47	W. Brookfield, . .	159	157	.99
8	Concord, . . .	870	934	1.07	48	Chatham, . . .	233	230	.99
9	Heath, . . .	61	64	1.05	49	Whitman, . . .	1,155	1,140	.99
10	Reading, . . .	972	1,014	1.04	50	Williamsburg, . .	364	359	.99
11	Holliston, . . .	437	455	1.04	51	Mendon, . . .	140	138	.99
12	Dedham, . . .	1,368	1,423	1.04	52	Pepperell, . . .	593	584	.98
13	Kingston, . . .	363	376	1.04	53	Weymouth, . . .	2,014	1,974	.98
14	Danvers, . . .	1,334	1,373	1.03	54	New Salem, . . .	101	99	.98
15	Orleans, . . .	170	174	1.02	55	Monroe, . . .	50	49	.98
16	Shelburne, . . .	224	229	1.02	56	Monson, . . .	644	631	.98
17	Abington, . . .	852	870	1.02	57	Frammingham, . .	1,877	1,835	.98
18	West Tisbury, . .	54	55	1.02	58	Dalton, . . .	549	537	.98
19	Marblehead, . . .	1,125	1,142	1.02	59	Brookline, . . .	3,486	3,401	.98
20	South Hadley, . .	769	779	1.01	60	Easton, . . .	937	913	.97
21	Melrose, . . .	2,706	2,740	1.01	61	Ashfield, . . .	152	148	.97
22	Avon, . . .	319	323	1.01	62	Worthington, . .	111	108	.97
23	Lenox, . . .	562	568	1.01	63	Wellesley, . . .	788	766	.97
24	Hanover, . . .	333	336	1.01	64	Huntington, . . .	299	290	.97
25	Wakefield, . . .	1,937	1,953	1.01	65	Wellfleet, . . .	123	119	.97
26	Groveland, . . .	390	392	1.01	66	Chester, . . .	241	233	.97
27	Rockland, . . .	1,038	1,042	1.00	67	Brookfield, . . .	420	406	.97
28	Hopedale, . . .	310	311	1.00	68	Braintree, . . .	1,190	1,149	.97
29	Bolton, . . .	101	101	1.00	69	Stoneham, . . .	1,061	1,024	.97
30	Hopkinton, . . .	407	407	1.00	70	Gloucester, . . .	4,597	4,428	.96
31	Mt. Washington, .	18	18	1.00	71	Cohasset, . . .	403	388	.96
32	Sandwich, . . .	222	222	1.00	72	Townsend, . . .	268	258	.96
33	Holbrook, . . .	434	434	1.00	73	Middleborough, . .	1,180	1,133	.96
34	Natick, . . .	1,625	1,623	1.00	74	Milton, . . .	1,313	1,257	.96
35	Winchester, . . .	1,539	1,537	1.00	75	Norfolk, . . .	135	129	.96
36	Amherst, . . .	769	768	1.00	76	Swampscott, . . .	753	717	.95
37	Gt. Barrington, . .	933	930	1.00	77	Greenfield, . . .	1,507	1,434	.95
38	Everett, . . .	5,671	5,652	1.00	78	Foxborough, . . .	516	491	.95
39	Barnstable, . . .	629	626	1.00	79	Norwood, . . .	1,370	1,300	.95
40	Nantucket, . . .	412	409	.99	80	Hampden, . . .	98	93	.95

	TOWNS AND CITIES.	No. of children between 5 and 10 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 10, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 10 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 10, expressed in decimals.
81	Westborough, .	666	631	.95	141	Essex, . . .	357	316	.89
82	Medford, . .	3,737	3,537	.95	142	Revere, . . .	2,759	2,439	.88
83	Barnardston, .	127	120	.94	143	Boxborough, .	51	45	.88
84	Leicester, . .	620	583	.94	144	Orange, . . .	1,075	948	.88
85	Granby, . . .	127	119	.94	145	Rutland, . . .	237	209	.88
86	Groton, . . .	345	323	.94	146	Enfield, . . .	169	149	.88
87	Beverly, . . .	2,651	2,482	.94	147	Savoy, . . . .	84	74	.88
88	N. Attleboro', .	1,252	1,172	.94	148	Needham, . .	836	736	.88
89	Conway, . . .	215	201	.93	149	Mansfield, . .	817	719	.88
90	Northbridge, .	1,386	1,294	.93	150	Billerica, . .	508	447	.88
91	Wayland, . . .	373	348	.93	151	Randolph, . .	662	582	.88
92	Maynard, . . .	745	695	.93	152	Brockton, . .	8,072	7,088	.88
93	Cummington, .	133	124	.93	153	Richmond, . .	89	78	.88
94	Topsfield, . .	116	108	.93	154	Weston, . . .	275	241	.88
95	Littleton, . .	210	195	.93	155	New Ashford, .	8	7	.88
96	Rockport, . .	834	774	.93	156	Andover, . . .	1,211	1,057	.87
97	Easthampton, .	1,128	1,046	.93	157	Pembroke, . .	179	156	.87
98	Lexington, . .	836	775	.93	158	Millis, . . . .	241	210	.87
99	Harvard, . . .	137	127	.93	159	Ashburnham, .	363	316	.87
100	Ashby, . . . .	123	114	.93	160	Hubbardston, .	207	180	.87
101	Scituate, . . .	431	398	.92	161	Winthrop, . .	1,293	1,122	.87
102	Phillipston, .	64	59	.92	162	Athol, . . . .	1,196	1,037	.87
103	Granville, . .	150	138	.92	163	Southwick, . .	187	162	.87
104	Tisbury, . . .	187	172	.92	164	Provincetown, .	888	757	.86
105	W. Newbury, .	223	205	.92	165	Charlemont, . .	162	140	.86
106	Oxford, . . . .	531	488	.92	166	W. Bridgewater,	328	283	.86
107	Southborough, .	318	292	.92	167	Wrentham, . .	204	176	.86
108	Upton, . . . .	337	309	.92	168	Uxbridge, . . .	741	639	.86
109	N. Andover, . .	834	764	.92	169	Leyden, . . . .	72	62	.86
110	Westminster, .	238	218	.92	170	Northborough, .	368	318	.86
111	Stow, . . . . .	175	160	.91	171	Medfield, . . .	244	209	.86
112	Winchendon, .	1,098	1,002	.91	172	Hadley, . . . .	282	241	.85
113	W. Springfield, .	1,573	1,435	.91	173	Cambridge, . .	15,858	13,550	.85
114	Plymouth, . . .	1,813	1,651	.91	174	Grafton, . . . .	898	767	.85
115	Hinsdale, . . .	255	232	.91	175	Royalston, . .	136	116	.85
116	Sturbridge, . .	332	302	.91	176	Springfield, .	12,101	10,300	.85
117	Oakham, . . . .	87	79	.91	177	Chelmsford, . .	755	642	.85
118	Wilbraham, . .	250	227	.91	178	Palmer, . . . .	1,229	1,045	.85
119	Norton, . . . .	271	246	.91	179	Arlington, . . .	1,810	1,536	.85
120	Duxbury, . . .	235	213	.91	180	Newton, . . . .	6,273	5,320	.85
121	Belchertown, .	424	384	.91	181	Ludlow, . . . .	620	525	.85
122	Nahant, . . . .	125	113	.90	182	Franklin, . . .	980	828	.84
123	Acton, . . . .	329	297	.90	183	Westford, . . .	420	354	.84
124	Newbury, . . .	200	184	.90	184	Edgartown, . .	173	146	.84
125	Saugus, . . . .	1,301	1,173	.90	185	Hanson, . . . .	237	200	.84
126	Middlefield, .	101	91	.90	186	Berkley, . . . .	150	126	.84
127	Sterling, . . .	201	181	.90	187	Freetown, . . .	259	217	.84
128	Falmouth, . . .	526	473	.90	188	Leverett, . . . .	117	98	.84
129	N. Reading, . .	138	124	.90	189	E. Longm'dow, .	311	260	.84
130	Wareham, . . .	590	529	.90	190	Gosnold, . . . .	18	15	.83
131	Fairhaven, . .	773	693	.90	191	Eastham, . . .	78	65	.83
132	Somerville, . .	11,969	10,722	.90	192	Mashpee, . . . .	54	45	.83
133	Walpole, . . .	747	669	.90	193	Holland, . . . .	18	15	.83
134	Plainville, . .	191	171	.90	194	New Marlboro', .	185	154	.83
135	Medway, . . . .	411	367	.89	195	Truro, . . . . .	149	124	.83
136	Marshfield, . .	257	229	.89	196	Manchester, . .	462	383	.83
137	Hudson, . . . .	1,046	931	.89	197	Marion, . . . .	134	111	.83
138	Harwich, . . .	396	352	.89	198	Blackstone, . .	1,152	954	.83
139	W. Boylston, .	206	183	.89	199	Westfield, . . .	2,285	1,891	.83
140	Norwell, . . .	227	201	.89	200	Worcester, . . .	21,610	17,857	.83

## SCHOOL RETURNS.

CXV

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimal.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimal.
201	Attleborough, .	2,330	1,922	.82	261	Leominster, .	2,543	1,921	.76
202	Pittsfield, .	4,415	3,635	.82	262	Belmont, .	809	611	.76
203	Somerset, .	468	377	.82	263	Lynnfield, .	118	89	.75
204	Florida, .	79	65	.82	264	No. Brookfield, .	541	408	.75
205	Williamstown, .	822	675	.82	265	Middleton, .	187	118	.75
206	Lanesborough, .	134	110	.82	266	Montgomery, .	48	36	.75
207	Gay Head, .	39	32	.82	267	Shutesbury, .	64	48	.75
208	Washington, .	72	59	.82	268	Dover, .	126	95	.75
209	Shirley, .	289	236	.82	269	Rochester, .	159	119	.75
210	Quincy, .	6,286	5,132	.82	270	Lakeville, .	146	109	.75
211	Berlin, .	173	141	.82	271	Rehoboth, .	334	249	.75
212	Dana, .	133	108	.81	272	Templeton, .	679	506	.76
213	Hatfield, .	265	215	.81	273	Barre, .	423	314	.74
214	Boston, .	101,865	82,561	.81	274	Douglas, .	388	287	.74
215	Northampton, .	3,189	2,582	.81	275	Mattapoisett, .	215	159	.74
216	Sheffield, .	241	195	.81	276	Salisbury, .	275	203	.74
217	Ipswich, .	901	729	.81	277	Brimfield, .	145	107	.74
218	Stockbridge, .	384	310	.81	278	Waltham, .	3,876	2,860	.74
219	Northfield, .	253	204	.81	279	Lincoln, .	133	98	.74
220	Georgetown, .	295	244	.80	280	Rowley, .	242	178	.74
221	Chesterfield, .	86	69	.80	281	Westport, .	506	371	.73
222	Methuen, .	1,660	1,330	.80	282	Brewster, .	116	85	.73
223	Sherborn, .	220	176	.80	283	Lee, .	717	525	.73
224	Boylston, .	120	96	.80	284	Lancaster, .	423	309	.73
225	Shrewsbury, .	304	243	.80	285	Blandford, .	133	97	.73
226	Malden, .	7,246	5,790	.80	286	Swansea, .	303	220	.73
227	Goshen, .	54	43	.80	287	Petersham, .	140	102	.73
228	Dighton, .	345	274	.79	288	Milford, .	1,915	1,395	.73
229	Sharon, .	344	273	.79	289	Dracut, .	626	456	.73
230	Taunton, .	5,445	4,311	.79	290	Spencer, .	1,345	979	.73
231	Colrain, .	355	281	.79	291	Haverhill, .	6,636	4,818	.73
232	Buckland, .	274	216	.79	292	Marlborough, .	2,896	2,096	.72
233	Lunenburg, .	226	178	.79	293	Sandisfield, .	101	73	.72
234	Hamilton, .	286	225	.79	294	Millbury, .	935	673	.72
235	Clinton, .	2,437	1,917	.79	295	Plainfield, .	82	59	.72
236	Holden, .	508	399	.79	296	New Braintree, .	89	64	.72
237	Tyngsborough, .	135	106	.79	297	Warwick, .	124	89	.72
238	Chelsea, .	7,232	5,678	.79	298	Sutton, .	635	454	.71
239	Wenham, .	164	128	.78	299	Halifax, .	77	55	.71
240	Westwood, .	208	162	.78	300	Burlington, .	63	45	.71
241	Watertown, .	1,772	1,379	.78	301	Westhampton, .	105	75	.71
242	Plympton, .	63	49	.78	302	Wales, .	122	87	.71
243	Seekonk, .	255	198	.78	303	Carver, .	209	149	.71
244	Egremont, .	98	76	.78	304	Peabody, .	2,423	1,720	.71
245	Windsor, .	93	72	.77	305	Wendell, .	93	66	.71
246	Woburn, .	3,368	2,622	.77	306	Boxford, .	103	73	.71
247	Southampton, .	167	129	.77	307	Raynham, .	257	182	.71
248	Agawam, .	482	372	.77	308	Warren, .	801	566	.71
249	Newburyport, .	2,421	1,866	.77	309	Sunderland, .	150	106	.71
250	Dartmouth, .	689	530	.77	310	Tewksbury, .	572	402	.70
251	Montague, .	1,387	1,060	.76	311	Gardner, .	2,118	1,485	.70
252	Acushnet, .	232	177	.76	312	Deerfield, .	346	242	.70
253	Hull, .	222	169	.76	313	Bedford, .	193	135	.70
254	Charlton, .	375	285	.76	314	Pelham, .	93	65	.70
255	Otis, .	79	60	.76	315	Cheshire, .	226	157	.69
256	Cottage City, .	244	185	.76	316	Carlisle, .	98	68	.69
257	Lynn, .	11,836	8,969	.76	317	Hancock, .	75	52	.69
258	Stoughton, .	985	746	.76	318	Rowe, .	99	68	.69
259	Bellingham, .	309	234	.76	319	Whately, .	105	72	.69
260	Princeton, .	176	133	.76	320	Paxton, .	94	64	.68

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
321	W. Stockbridge,	182	123	.68	338	Dunstable,	90	56	.62
322	Hyde Park,	2,697	1,822	.68	339	Hardwick,	580	359	.62
323	Greenwich,	91	61	.67	340	Auburn,	398	245	.62
324	Becket,	159	106	.67	341	Fall River,	20,493	12,485	.61
325	Gill,	167	111	.66	342	Longmeadow,	203	123	.61
326	Peru,	68	45	.66	343	Monterey,	90	53	.59
327	North Adams,	4,366	2,882	.66	344	Chicopee,	3,644	2,135	.59
328	Lowell,	14,658	9,644	.66	345	Alford,	49	28	.57
329	Amesbury,	1,540	1,001	.65	346	Lawrence,	12,546	7,136	.57
330	Clarksburg,	265	172	.65	347	Fitchburg,	6,539	3,709	.57
331	Ware,	1,548	1,002	.65	348	Holyoke,	10,385	5,419	.52
332	Adams,	2,460	1,580	.64	349	Chilmark,	39	20	.51
333	Canton,	815	523	.64	350	Tyringham,	41	20	.49
334	Hawley,	83	53	.64	351	Tolland,	46	20	.43
335	New Bedford,	12,887	8,216	.64	352	Southbridge,	2,113	904	.43
336	Salem,	6,832	4,292	.63	353	Dudley,	792	334	.42
337	Russell,	178	111	.62	354	Webster,	2,033	590	.29

## GRADUATED ATTENDANCE TABLE.

Table in which all the counties are numerically arranged according to the ratio of the AVERAGE ATTENDANCE of children upon the public schools to the whole number of children in towns between 5 and 15 years of age, for the year 1905-1906.

For 1905-1906.	COUNTIES.	Ratio of attendance.	For 1905-1906.	COUNTIES.	Ratio of attendance.
1	Nantucket,	.99	9	Suffolk,	.81
2	Barnstable,	.94	10	Berkshire,	.76
3	Plymouth,	.92	11	Worcester,	.75
4	Norfolk,	.88	12	Essex,	.75
5	Middlesex,	.85	13	Hampden,	.73
6	Hampshire,	.85	14	Bristol,	.69
7	Franklin,	.83			
8	Dukes,	.83		State,	.80

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# GENERAL INDEX

TO THE

REPORTS OF THE STATE BOARD OF EDUCATION  
OF MASSACHUSETTS.

(VOLUMES 1 TO 70)

FROM 1838 TO 1907,

PREPARED BY

AGNES CAROLINE BLAKE AND ESTHER E. ELWELL.

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# GENERAL INDEX.

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*Mr. Anagnos.*

SEVENTY-FIFTH ANNUAL REPORT  
OF  
THE TRUSTEES  
OF THE  
PERKINS INSTITUTION  
AND  
Massachusetts School for the Blind,  
FOR THE  
YEAR ENDING AUGUST 31, 1906.



BOSTON:  
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
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1907.

**APPROVED BY**  
**THE STATE BOARD OF PUBLICATION.**

## Commonwealth of Massachusetts.

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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, October 17, 1906.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the seventy-fifth annual report of the trustees of this institution to the corporation thereof, together with that of the treasurer and the usual accompanying documents.

Respectfully,

ALMORIN O. CASWELL,  
*Secretary pro tem.*



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1906-1907.

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SYNOPSIS OF THE PROCEEDINGS  
OF THE  
ANNUAL MEETING OF THE CORPORATION.

---

SOUTH BOSTON, October 10, 1906.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Hon. Francis Henry Appleton, at 3 P.M.

The proceedings of the last meeting were read by the secretary *pro tempore* and declared approved.

The annual report of the trustees was presented, accepted and ordered to be printed with the usual accompanying documents.

The report of the treasurer was read, accepted and ordered to be printed.

It was voted that Article 6 of the By-laws be amended by striking out the words: "but a majority of the whole shall be required for a quorum at any meeting to act upon the transfer of real estate."

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected: —

*President* — Hon. Francis Henry Appleton.

*Vice-President* — Amory A. Lawrence.

*Treasurer* — William Endicott, Jr.

*Secretary pro tempore* — Almorin O. Caswell.

*Trustees* — Francis Henry Appleton, Walter Cabot Baylies, William Leonard Benedict, William Endicott, Charles P. Gardiner, George H. Richards, Richard M. Saltonstall, and S. Lothrop Thorndike.

The following persons were unanimously elected members of the corporation: Walter Cabot Baylies, Warren Motley and Albert Thorndike.

Resolutions on the death of the late director, Michael Anagnos, by the Alumni and Alumnæ associations, were read and ordered to be placed on file.

The meeting was then dissolved.

ALMORIN O. CASWELL,

*Secretary pro tempore.*



## REPORT OF THE TRUSTEES.

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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, October 10, 1906.

*To the Members of the Corporation.*

LADIES AND GENTLEMEN:— We, your trustees, respectfully beg leave to submit the following report for the year ending on the 31st of August, 1906.

The year just closed has presented peculiar problems and difficulties to the teachers and officers of the institution. On the 17th day of March our late director, Mr. Anagnos, sailed on the *Romanic* for a six months' visit to his native land, and left the direction of affairs in other hands. The teachers and officers rose to the occasion, and their single-hearted loyalty and devotion to the institution, their uniformly courteous and helpful support of the acting director and the excellence of their work in their several fields of service have assured a successful school year.

On the 3d of July there came the sad news of the death of Mr. Anagnos in Turn Severin, Roumania. The news was not credited at first, nor, indeed, for several days; but as dispatch followed dispatch, all confirming the sad intelligence, all hope was given up and it was realized that the Perkins Institution and Massachusetts School for the Blind and the cause of the sightless everywhere had met with an irreparable loss.

Suitable action was immediately taken by this board, and fitting memorial services, religious and secular, have been and will be held by the institution and by his countrymen; resolutions have been passed by other institutions and worthy tributes have been spoken and written by those who have known and loved him. An adequate story of Mr. Anagnos' life, an account of the memorial services and copies of the various complimentary resolutions are to be published by the institution.

We are sure that we voice the general sentiment in saying that the long and single-hearted service of Mr. Anagnos and the lesson of the

Stern high-featured beauty  
Of plain devotedness to duty  
And unwasted days

taught by his daily living are a priceless heritage, — and in praying that the spirit that so long has guided the affairs of this institution may, still living, guide it still.

At the beginning of the year under review there were 294 blind persons in all the departments of Perkins Institution. During the year 54 have been admitted and 32 have been discharged, so that there are 316 blind persons connected with the institution at present.

There has been no more than the usual amount of severe illness among the pupils, but we regret that we must chronicle five deaths during the year, — four among the pupils and one among the sightless adults: —

Frank B. Butler of Norridgewock, Me., died at the Massachusetts General Hospital, February 26, 1906, of tuberculosis, at the age of eighteen years. Sarah I. Richardson of Marlboro, N. H., died of tumor on the brain, at the Massachusetts General Hospital, February 23, 1906, aged seventeen years. Horace N. Holden, one of the sightless workers in the shop for adults, died January 30, 1906.

Of the pupils at the kindergarten, Stephen H. Martin of Plainfield, Vt., died of measles followed by diphtheria, at the City Hospital, March 22, aged six years; and Gertrude May Holberton of Slocumville, R. I., died of measles at the City Hospital, April 3, 1906, aged five years.

#### THE INSTITUTION AND ITS WORK.

When John the Baptist lay in prison he sent messengers to the Carpenter's Son to enquire: "Art thou He that should come, or look we for another?" Instantly the answer came: "Go and show John again those things which ye do hear and see. . . ." It is in this spirit and by this method that we would answer the few who are inclined to doubt and question either the aim of our work or the value of our results; and in the same spirit and by the same method we would inform the vastly larger number who are already, or may become, our interested friends.

Started in 1832, in a private house, with a handful of students, under the inspired leadership of a man of genius with a passion for humanity, developed by him through the remainder of a long lifetime, then broadened, extended, and in plan completed by his great

successor, the institution is today a tremendous fact, and is known and appreciated by leaders in educational thought on both sides of the Atlantic.

The Perkins Institution is a *school*, with 300 students, in 13 grades above the kindergarten, a course of study based on the best practice in the public schools, — a school that gives its beneficiaries a sound literary training and fits for college; that gives a thorough musical education and fits for the conservatory; furnishes scientific physical training and develops sound health and capacity for the enjoyment of life. There is a thorough course in sloyd to train the brain centres through the hand, making nimble the wits and deft the fingers. Every boy and every girl of average intelligence is taught a trade and prepared to earn a livelihood, and the institution maintains a self-supporting workshop for sightless adults where nearly a score of sightless men and women are employed.

The institution has 62 teachers and officers in 11 large buildings, with a raised print library of 15,000 volumes, the second largest special library on the subject of the blind in the world, the most complete musical library for the blind in America, a museum unique among institutions of this kind, a scientific equipment ample for its needs, and a musical equipment of 94 pianos, 104 orchestral instruments, a three-manual pipe organ and 4 small reed organs.

But bricks and books alone do not make a school! What of the quality of the training given? The following facts are significant: On the literary side, — a graduate of Perkins Institution entered Dartmouth College the present autumn on examination, without

conditions, secured 3 points more than the 21 required for admission, gained advanced standing in German, and wrote the best Latin examination paper of all who tried this year. Another recent graduate of the institution is a senior in Bates College.

On the musical side, — the institution orchestra of 43 pieces (including the girls' section), with a repertoire of nearly a dozen classic symphonies, has won high praise from able critics, and there are nearly always two or three graduates of the institution in the New England Conservatory of Music.

In the matter of physical training, the promptness, spontaneity and accuracy of the military drill given by our students in Boston Theatre every year never fail to call forth eager applause.

In the matter of trades, our tuning department has for years had the care of the pianos in the Boston public schools, and our certified tuners who go out and set up for themselves are uniformly successful; and the work of our chair-caners and mattress-makers is constantly going into the best homes in the city.

This institution must be judged by facts like these, and also in the light of the important truth that it is absolutely non-selective. Its doors swing ever inward, and no sightless child is turned away without a trial.

Such is our school; it is the public free school for the sightless of New England, and, though its funds are large, they are barely adequate for our needs.<sup>1</sup>

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<sup>1</sup> When the Commonwealth raised the annual appropriation to \$30,000, the number of beneficiaries was 53. Now the number of beneficiaries is 190, but the appropriation is still \$30,000. With the tremendous increase in the cost of food-stuffs, coal and other supplies, the actual cost of educating every blind child is \$450, and the institution makes good the loss.

PHYSICAL TRAINING is given the place its importance deserves, and every pupil must take scientific exercise in a well-equipped gymnasium under a competent instructor. These exercises, with the complete system of baths to accompany them, tend to keep the young student in glowing health, develop strength and suppleness of body and tone up the entire system, with the inevitable result that the brain centres are stimulated, and all the mental faculties quickened and rendered more alert. An important accompaniment and to some extent a direct result of these benefits is the gradual overcoming of the inertness and timidity, so characteristic of blind children, and the development of freedom and confidence of movement.

MANUAL TRAINING comprises paper-cutting, folding and designing, wood and ring designing, for the kindergarten; clay modeling and wood sloyd for the primary schools, and wood sloyd and weaving for the grammar schools. All these pursuits are well suited to the pupils at the ages when they are given, and their practical effect is to render the fingers deft and skilful and the brain centres active and alert, while on the practical side they pave the way for the trades that come later.

THE TRADES include chair-caning, mattress-making, furniture repairing and piano tuning for the young men, and sewing, dress cutting and fitting and general housework for the young women. Reference has already been made to the success of the sightless workers in these pursuits.

In the LITERARY DEPARTMENT the results of the past year have been most gratifying. The success of one of our students in entering college has been referred to.

The course of study adopted four years ago has stood the test well, and the changes brought about in the recent revision are merely changes in detail. Under the course as revised the needs of several distinct classes of students are provided for, and somewhat greater emphasis is laid on industrial training.

**MUSIC DEPARTMENT.** The idea is quite generally current that all the blind are musical. It is doubtful, however, whether any higher percentage of our students have musical talent than of the students of a public school with an equal enrollment. The difference in results is probably traceable to the fact that all our students are carefully tested as soon as they come to us, and whatever musical talent appears is developed to the fullest extent. The result is seen in the showing made by our orchestra, already referred to. This organization now numbers 43 members (including the girls' section), and plays the German classic symphonies so as to win high praise from competent critics. On leaving the department our musical students, especially the young men, go to the New England Conservatory of Music, and afterward become music teachers or vocal or instrumental artists, and a considerable number have been very successful.

The foregoing is a fairly graphic picture of the work of this institution. After being in the school from thirteen to fifteen years, every young man of average intelligence has received a sound literary education, and is prepared to earn a livelihood as a musician, tuner of pianofortes, chair-caner or mattress-maker. The young women receive an equivalent literary training and manual training fitted to their needs.

These young people now stand on the threshold of their careers. They have achieved their intellectual freedom, and look forward to industrial freedom and attendant self-respect. They need sympathy, but not of the maudlin sort. Help they must have, but not of the pension order! The greatest kindness that can come to them now is not the gift of money, real or disguised, but the presentation of an opportunity honestly to earn a living by the trade or profession acquired here.

#### NEED OF INCREASE OF THE ENDOWMENT FUND.

It is a common custom to regard any institution with a considerable endowment as "rich," without considering at all the demands upon the institution's resources.

Unfortunately, the numbers of the sightless increase with the increase in the general population, and all our schools are full to the limit of comfort and safety.

If our tuition receipts increased in direct ratio with the increase in numbers of students, if the numbers of the taught could be increased within wide limits before additional teaching force would be necessary, as in public schools, the problem would not be so pressing; but, as has already been shown, two-thirds of our students are from Massachusetts, and the numbers of these may be doubled but the receipts for their tuition would remain the same. Moreover, our classes are necessarily small, 10 pupils being the maximum; and, while the superintendent in public school work may add 10 or even 20 pupils to a grade without increasing the teaching force, the addition of even 10 pupils to one



of our grades necessitates a second division with another teacher.

To summarize: Under normal conditions, the receipts increase in direct ratio with the increase in numbers of the taught, while the cost for teaching force remains in the nature of a fixed charge until 20 or 25 pupils have been added to a grade; while with us the conditions are practically reversed, for the cost of teaching force increases with the addition of small numbers to a grade, and the tuition receipts (for two-thirds of our number of pupils) remain a fixed sum.

These conditions, it should be needless to say, are a severe strain on the institution endowment. The increase in numbers is likely to go steadily on, the cost of maintenance will increase in exact ratio, — and, if the experience of the last ten years is to be repeated during the coming decade, the steady increase in the prices of food-stuffs and fuel will cause a further increase in the maintenance cost; there will soon need to be extraordinary expenses for new buildings, and equipment for them; we have shown the prospective need of additional teaching force, and the increased cost of living, already referred to, makes imperative higher salaries for teachers; we are preparing boys and girls for college, but we have not a cent of loan-funds to help them through college after we have sent them there. From the foregoing it appears that there must be large additions to the endowment fund, if we are to avoid the breakers.

We feel confident that when the public fully appreciates the conditions they will again respond to our

appeal with the splendid generosity so characteristic of the friends of the institution in the past.

#### FINANCES.

The report of the treasurer, which is herewith submitted, contains a detailed account of receipts and disbursements, which may be summarized as follows: —

Cash on hand, September 1, 1905,	\$25,614 34	
Total receipts during the year (including legacies and donations),	278,555 18	
Investments collected, . . . .	44,542 57	
	<hr/>	\$348,712 09
Total expenditures, . . . .	\$138,745 02	
Investments, . . . .	165,985 25	
	<hr/>	304,730 27
Balance in the treasury, August 31, 1906, . . .		\$43,981 82

#### LEGACIES AND GIFTS.

During the past year the institution has been favored with bequests as follows: —

The will of Mrs. ELIZABETH BELLAMY BAILEY, who resided at the Hotel Brunswick, Boston, contains public bequests made as a memorial to her daughter, Sibylla Bailey Crane. The sum of \$3,000 is given to the Perkins Institution, and after paying several other charitable and personal bequests the residue is to be disposed of by the executor among such charitable and educational institutions as he may deem most worthy. Mr. Andreas Blume, the executor, has paid to our treasurer \$3,000 in accordance with the terms of the will, which

bears date of February 11, 1902, and the sightless, with other beneficiaries of Mrs. Bailey's unselfish care and thoughtfulness for others, will bless her name through the years, no less than the name of her whose memorial these bequests are to be.

Mrs. SUSAN A. BLAISDELL, late of Lowell, Mass., generously remembered this institution among the charities to which she bequeathed the bulk of her estate, and, in addition to \$5,060 previously acknowledged, the balance, \$772.66, was paid to our treasurer during the past year, making a total of \$5,832.66 for which the institution stands indebted to the munificence of this noble woman.

As previously announced, under the terms of the will of the late CHARLES H. HAYDEN of Boston, the residue of his estate, after the payment of several large legacies, was to be equally divided among seven benevolent associations, of which our institution was one. Accordingly, in addition to the sum of \$2,500 already announced, the balance, \$9,500, has been paid to our treasurer by the executor of the will, making \$12,000 in all, with which Mr. Hayden, ever thoughtful for the poor and needy and the unfortunate, has written large his approval of our work.

Under the will of MARGARET A. HOLDEN, late of Boston, her entire estate was left to public charities, the Perkins Institution among them. The amount for which the sightless are indebted to Mrs. Holden's generosity is \$3,708.32.

## THE HOWE MEMORIAL PRESS.

The printing department has made substantial progress. During the year the following books have been printed: *Rebecca of Sunnybrook Farm*, by Kate Douglas Wiggin; and *Carlyle's Essays on Burns, Goethe and Scott*.

Of the standard works out of print or damaged by the fire of 1901, fifteen have been replaced by new editions.

In addition to the above, there have been stereotyped and printed in Braille 1,131 pages of music for the pianoforte, voice and orchestra.

The Howe Memorial Press has ever been an important link in our educational chain, first by supplying text-books in the various subjects of study, as well as the standard works of fiction, history and biography; and later by furnishing embossed music for the sightless students. Recently its capacity for usefulness has been vastly enlarged by the new federal law providing that sightless readers borrowing embossed publications from libraries or schools may have them carried in both directions through the mails post free.

## TEACHING THE ADULT BLIND IN THEIR HOMES.

The problem of the adult blind has largely occupied the attention of the public of late, and it is striking testimony to the vast ability of our late director and to the wideness of his sympathy that he not only put forth heroic efforts for years to establish the kindergarten for the blind, that the whole scheme of their education might rest on sure foundations, but, ever

mindful of the problem of sightless adults and of the ruinousness of any policy of segregation for them, he thought out the plan of home teaching for adults; and, as a result of the interest aroused, an appropriation for this work was made.

Under this plan a band of thoroughly devoted and enthusiastic teachers has been organized, and the results, both in material profit and in happiness to the beneficiaries, have more than justified the expense involved.

Practically the entire appropriation is expended for the salaries and traveling expenses of the teachers and their guides, and for the purchase of a few materials. The work is directed from the institution, and the advantages of the institution office, salesroom and library are at the disposal of those who are carrying on this work, without extra expense.

#### WORKSHOP FOR ADULTS.

The workshop is under the same administration as the institution, although not an organic part of it, and it deserves a word in the general story.

Nearly a score of deserving sightless workers have been given steady employment in our shop, and \$6,509.63 has been paid to them in wages during the year.

It has been a trying year for the shop, on account of the loss, during the latter part of the time, of Mr. Eugene C. Howard, the manager, whose health broke down, and who is now away on leave of absence, seeking recovery in complete rest. Mr. Howard has served the cause of the sightless workers for a score of years

with rare intelligence and singleness of purpose, and during the time has more than doubled the amount of their annual wage receipts.

During the time that a substitute was being found, Mr. Howard's helpers showed a spirit and a degree of enterprise in keeping the affairs of the shop running smoothly and successfully that are much to their credit, and have contributed materially toward keeping the balance on the right side of the ledger at the end of the year.

There is room in our workshop for many more workers than are employed at present, if the work could be found for them to do; the youth in our school are being trained to the work; the non-resident workers could send many more articles; the state teachers of the adult blind are training still others to work with their hands. All of these, in our school rooms or in their homes by special teachers, or of their own established characters before misfortune overtook them, have been schooled to independence; and they ask only a man's right to a man's work, and in the sweat of their brows, as other men, to eat of the bread of self-respect. Your alms cannot help them; but whenever your chairs need re-seating, your mattresses or pillows need attention or you require new ones, or you need any of the articles made by the sightless women, call at our store,<sup>1</sup> telephone or write to our workshop, and help this work and these workers in the best possible way, without expense to yourself.

The work done in our shop is of the best class, and

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<sup>1</sup> At 383 Boylston Street, Boston. Telephone connection.

the articles for sale in our store are exactly as represented and the prices are lower than charged elsewhere for goods of the same quality.

The work of the ALUMNÆ ASSOCIATION to encourage sightless women in productive work has made excellent progress; materials are furnished them at wholesale rates, and all the articles they make are sold for them at our store,<sup>1</sup> without expense to the consignors.

#### COMMENCEMENT EXERCISES.

Thanks to the unfailing interest and generosity of Mr. Lawrence McCarthy, the spacious Boston Theatre was again placed at the disposal of the institution, and the annual commencement exercises were held there on Tuesday, June 5, at 3 o'clock in the afternoon. Fortunately, the weather was good, and the theatre was well filled by an interested and enthusiastic audience.

The institution orchestra was at its best, and its rendering of Haydn's fine Symphony in D called forth volumes of sincere applause. The work of these young players evinced careful training and intelligent practice, and stamped them as one of the leading junior musical organizations of the city, on their merits as players.

After the symphony the children of the kindergarten became the centre of attraction, and an account of their songs and games, together with Dr. McElveen's fine address, will be found in the kindergarten report.

After the pretty exhibition by the little folks there was an impressive exercise on energy, in which a num-

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<sup>1</sup> At 383 Boylston Street, Boston. Telephone connection.

ber of its transformations were clearly illustrated by the three girls of the graduating class, Ida Amelia Cross, Ellen Jane Smith, and Willie Elizabeth Robin. The latter, blind and deaf, illustrated some of the transformations of energy by a sewing machine, and by the use of the manual alphabet gave a clear and intelligible explanation of the machine and its use, which her teacher, Miss Vina C. Badger, interpreted to the audience.

It is no disparagement to her classmates to say that Miss Robin was the central figure of this exercise, and indeed the most interesting figure on the stage. The story of her education, detailed accounts of which have appeared in these reports from time to time, was known to many in the audience; and the sweet winsomeness of her appearance, her modest and yet confident bearing on the stage, and her girlish delight in all that was going on around her, won all hearts.

After the exercise by the graduates, the girls sang a chorus, *Summer Fancies*, by Metra, in a manner that called forth genuine applause.

The opening number of the second part of the program was a military drill by a company of boys. This exercise has been uniformly successful, but never more conspicuously so than this year. The young men appeared in full uniform, carrying muskets, and at the word of command, given by their instructor, Mr. John H. Wright, marched on the stage in "column fours." On the stage they marched, counter-marched, wheeled, halted, came to attention and drilled in a way that would have been creditable to a company of seeing men.

The educational gymnastics, by a class of girls all in



white with red sashes, was a pretty and an impressive sight, and the exercises were all given with promptness, energy and precision.

Following the gymnastics, a section of the eighth class of boys gave a very interesting exercise in physiology. Two of the boys demonstrated models of the teeth, and two others recited on the heart and its action, also using a model. This was a thoroughly practical exercise, and was well conceived and carried out.

Next came the presentation of diplomas by General Appleton in a few happily chosen words, and the great audience clearly shared in the joy so plainly written on the girlish young faces, at the consummation of their years of patient study and painstaking efforts.

The orchestra gave a worthy rendering of Mendelssohn's splendid march from *Athalie*, and thus closed one of the most successful commencements in the history of the institution.

The program was excellently chosen, all the numbers were adequately given and with promptness, and there was a noticeable absence of interruptions or waits of any sort. The deportment of the pupils was never better, the school made an unusually fine appearance on the stage, there was no difficulty in hearing in every part of the house, and we are sure that the host of our friends who poured out of the theatre at the close of the exercises went their ways satisfied that the work of Perkins Institution is going forward and not backward.

## In Memoriam.

### MEMBERS OF THE CORPORATION.

It is with profound regret that we chronicle the deaths of thirteen honored members of the corporation who have passed away during the year that has elapsed since the last meeting.

Peculiarly pathetic and hard to bear was the death of our late director, MICHAEL ANAGNOS, who died in Turn Severin, Roumania, June 29, 1906, as the result of a surgical operation.

Mr. Anagnos had sailed on the *Romanic* March 17, for a six months' tour through Italy, Greece, Turkey, Roumania, Austria, France and England. He had enjoyed a delightful season in his beloved Athens during the Olympic games. While there he met a large number of friends and acquaintances, and it is a source of consolation that the few weeks passed there were among the happiest of his life.

Leaving Athens, he had sailed for Constantinople, where he had passed several busy but very enjoyable days, and thence had gone to Adrianople. When last heard from in Bucharest he was in excellent health and spirits, so that the news of his death from kidney trouble in Turn Severin seemed incredible; and, indeed, it was not believed by any of his friends until later dispatches confirmed the sad news.

Mr. Anagnos arrived at the home of his aged uncle, M. Konstantine Panayotesco, in Turn Severin, June

17. He was not well on his arrival, complaining of severe pains in the back. His condition grew worse during the succeeding days, and on June 25, at a consultation of physicians, an operation was decided upon. An eminent surgeon was summoned from Bucharest, and the operation was performed on the 27th; but the suffering of the preceding ten days and the shock of the operation were too great, and at 3 o'clock in the morning of June 29 our great friend passed away.

Michael Anagnos (Anagnostopoulos) was born in Papington, in Epirus, November 7, 1837. His childhood and youth were a bitter struggle against the hard conditions of peasant life under Turkish rule, but with high purpose and dogged determination he persevered until he entered the University of Athens at eighteen. He graduated four years later, and spent four years more in the study of law, but never practised. Instead, he devoted his talents to revolutionary journalism, and for his patriotic utterances against King Otho he was arrested and imprisoned. After the expulsion of Otho the Bavarian Mr. Anagnos again entered the ranks of journalism, and wrote bravely and well.

The meeting of Mr. Anagnos and Dr. Howe in 1867, his return with the Howes, his work as Dr. Howe's secretary and later as a teacher in the institution, and his marriage with Julia Romana Howe in 1870, are familiar to the friends and acquaintances of the Perkins Institution, as indeed are his appointment as director of the institution in 1876, his ideally happy married life, — till death claimed Mrs. Anagnos in 1886, — and his long, conscientious and splendidly successful services for the institution.

Reference to Mr. Anagnos' services has already been made at the opening of this report. We can only say, in closing, that America has lost a true son by adoption, Greece a glorious son by birth, the sightless everywhere a father and humanity a friend.

EDWARD ATKINSON died suddenly, December 11, 1905, at the Massachusetts General Hospital, and the institution lost a loyal friend, and the city, state and country mourned a brave, true citizen, — one who had interested himself in a larger number of causes and had followed these interests to greater lengths in valiant and efficient service than has fallen to the lot of most men to do, even in Boston, the marching ground of an ever-lengthening army of "soldiers of the common good."

Mr. Atkinson was born in Brookline, and was descended from the patriot minute man, Lieut. Amos Atkinson, and on his maternal side from Stephen Greenleaf, famous as an Indian fighter in colonial times. At fifteen years of age he entered the commission house of Reed and Chadwick in Boston, where he rose rapidly to successive positions of distinction. From early manhood Mr. Atkinson was widely known as a statistician, publicist and economist.

From his youth up Mr. Atkinson was devoted to the real interests of the people. He wrote and spoke convincingly against fiat money in President Grant's time, while more recently he opposed the free coinage of silver and the annexation of the Philippine Islands.

His real reputation rests on his many valuable papers and pamphlets on economic subjects. In 1887 Mr. Atkinson was appointed by President Cleveland as special commissioner to report on the status of bimetallism in

Europe. He was a believer in free trade, and in 1887 he advocated the purchase of New Brunswick and Nova Scotia from Canada. He was an authority on New England's mill interests. Dartmouth College honored him with the degree of Doctor of Philosophy, and the university of South Carolina conferred upon him the degree of Doctor of Laws. He was an honorary member of Phi Beta Kappa and of the American Academy of Arts and Sciences, a fellow of the American Association for the Advancement of Science, a member of the Cobden Club of England and of the American Statistical Association, the International Statistical Institute and the Unitarian Club of Boston. He was one of the founders of the New England Emigrant Aid Society, and a founder and member of the Corporation of the Massachusetts Institute of Technology.

From the tribute of Dr. William H. Lyon, pastor of the First Parish Church of Brookline, Mr. Atkinson's pastor and friend, we quote:—

Our friend worked for his opinions, and he had a right to them. They were not always true, but an uncommon number of them were, and his prophecies were sometimes wonderfully confirmed when the facts arrived. His confidence was the faith of the optimist that all things work together for truth to them that love it.

This optimism took a practical form. There are those who have gloomy views of the future life of mankind upon the earth. The population will outgrow the means of subsistence or the supply of fuel. He was never of their number. He believed that food would increase or be invented to keep pace with the growth of the population, and that, even if coal should give out, some substitute would be found. He calmly walked out into

the woods of his own farm at Mattapoisett and found that substitute in the vegetable mud of its swamps. Nothing could mar the brightness of his outlook for mankind.

His faith showed itself in character. However violently others might differ from him, or however excited they might grow over what seemed to them extreme views, they never, if they knew him, believed him to be less than honest. There lies upon his honor no single stain. For over sixty years a man of business, for forty years the head of a great company, often in the fierce light of political controversy, he gave the world all the chance it needed to find him out, but it never found the slightest taint of dishonor.

In a time like this, when so much iniquity is coming to light in the world of affairs, when suspicion runs about wildly through high places and low, wondering whom next it will find to have dropped his self-respect in the hot chase after money, it is refreshing to tarry awhile by the memory of one who, both outwardly and within, led the simple life; who tried to teach others the gospel of plain living and high thinking; who found refuge from the bitter sorrows that came upon him, not in excitement, natural or artificial, but in the serene atmosphere of large and impersonal truth. A handsome man to look at in the flesh, he lived a life of no less beauty within. He was, as one has well said, the Franklin of his day, without the spots that marred that sage, but with his good sense, his simplicity and his integrity.

WILLIAM E. BARRETT died at his home in West Newton at 2.20 A.M. February 12, after an illness of three weeks. Mr. Barrett was born in Melrose, Mass., December 29, 1858, and was the son of Augustus and Sarah Emerson Barrett.

His early education was gained in the public schools of his native town. He fitted for college in the Clare-

mont, N. H., high school, entered Dartmouth in 1876 and graduated in the class of 1880. Mr. Barrett was always enthusiastic over his alma mater, and the last public meeting he attended was the Dartmouth alumni dinner.

The death of Mr. Barrett removed from the local journalistic field a man prominent both as a publisher and a holder of public office. Ever an energetic, tireless worker, Mr. Barrett accomplished more in his eight and forty years than many men have done in the allotted span.

Twenty-five years ago Mr. Barrett entered the service of the Boston *Advertiser* as Washington correspondent. Here for four years he was one of the most brilliant and successful of a group of conspicuously able men. In the spring of 1886 Mr. Barrett returned to Boston and became managing editor of the *Advertiser*. Two years later he organized the Advertiser Newspaper Company, which acquired the *Advertiser* and *Record*, of which Mr. Barrett continued to be the publisher until the time of his death.

He entered political life in 1887, when he was elected to the Massachusetts House of Representatives from his native town. He served in the house six consecutive terms and was five times chosen speaker, — the youngest man who had ever held that position. In the house Mr. Barrett advocated municipal lighting plants and water works, — principles now thoroughly well known and approved. In 1894 and 1896 he was elected to Congress from the seventh district, as the successor of Henry Cabot Lodge.

As a journalist Mr. Barrett showed rare discernment,

sense of proportion, judgment of men, remarkable memory for detail, quick perception and grasp of affairs. In public life he displayed great energy and capacity for work, and proved his independence, courage and unswerving loyalty.

Mr. Barrett was married, December 28, 1887, in Claremont, N. H., to Miss Annie Bailey. They have had four children, all of whom, with the widow, survive. They are: Miss Florence, William E. Barrett, Jr., Constance and Ruth Barrett.

MARIANNE BRIMMER, widow of Martin Brimmer, and a member of one of Boston's oldest and most prominent families, died at Bar Harbor, Me., July 9, after an illness of about two years.

At the time of her death Mrs. Brimmer was seventy-eight years of age. Her husband, who died about ten years ago, was well known as an art connoisseur, and was the foremost spirit in the direction of the Museum of Fine Arts, over whose board of trustees he presided from the founding of the institution in 1870 to the time of his death.

After her husband's death in 1896 Mrs. Brimmer went abroad and remained for eight years, in France and Italy, where she had relatives. Two years ago she returned to Boston, on account of ill health, and since her return had been an almost constant sufferer.

Mrs. Brimmer is survived by two nieces, Mrs. Austin Wadsworth and Miss Winifred Perkins, and a nephew, Herbert Timmins, now living abroad.

MARY JOSEPHINE BUMSTEAD died at Cambridge, Mass., July 12. A woman of large sympathies, Mrs. Bumstead was a devoted friend of the blind. She was



deeply interested in the kindergarten, and had been an annual subscriber for many years.

She was the widow of Dr. Freeman J. Bumstead of New York City, and the daughter of the late Ferdinand Elliott White of Boston.

MARIA DENISON BURNHAM FRY died at her home in Boston, Wednesday, February 7, after a brief illness. She was the wife of Charles Fry, and daughter of the late John A. Burnham.

Mrs. Fry was a woman of large wealth, of which she gave generously to worthy causes. She was an annual subscriber to the kindergarten, and in her death we have lost a generous supporter, a wise and sympathetic counsellor and a loyal friend.

JOHN THEODORE HEARD, M.D., died on Sunday, September 2, at his summer home in Magnolia.

Dr. Heard was for thirty years a trustee of this institution, and at the time of his death was the member who had been longest in service.

A memorial tribute will be found in subsequent pages.

WILLIAM ALFRED HOVEY died in Boston, Sunday, February 18, 1906, aged sixty-four years. By Mr. Hovey's death Boston loses a distinguished citizen, and the world of science, art and letters a brilliant and many-sided man.

Mr. Hovey was born in Boston, the son of Charles and Justine de Peyster Hovey, and throughout the greater part of his life he continued to be closely identified with the city's affairs. His early education was gained in the public schools, and he was graduated from the English High School in 1860. Returning from a trip to Europe shortly after the breaking out of the

Civil War, he paid a visit to the army of the Potomac, and became associated with the Sanitary Commission. He served the commission ably in several difficult and important positions till the close of the war.

The war over, Mr. Hovey took up the study of mining, mastered that science, and became engineer and superintendent of coal mines in Schuylkill County, Pennsylvania, where he remained three years. Here Mr. Hovey wrote political articles for the paper published in the county, and gradually became interested in journalism. Early in 1872 Mr. Hovey became the managing editor of the *Boston Commercial Bulletin*. After three years of successful work on the *Bulletin* he succeeded Mr. D. N. Haskell as editor of the *Transcript*.

Retiring from the *Transcript* in June, 1881, Mr. Hovey established the *Manufacturers' Gazette*, at the same time editing the *Sunday Budget*.

Later Mr. Hovey became specially interested in electricity, and was successively editor of the *Electrical Review* (in 1884) and special agent of the American Bell Telephone Company. In 1893 Mr. Hovey prepared the company's exhibit at the World's Fair, and remained in charge during the fair.

Mr. Hovey was an active and valued member of the St. Botolph Club, and was its secretary for some years.

His wife, who was Miss Goodridge of Philadelphia, died about ten years ago, and a son and two daughters survive him.

CHARLES LOWELL died at his home, 149 Beacon street, May 24. He was a son of Robert P. S. Lowell, who was a prominent educator and literary man and a brother of the poet. Mr. Lowell was a leading figure

in business and social circles in Boston. He was vice-president and actuary of the State Street Trust Company, director in the Boott Cotton Mills Company and the Fitchburg Railroad Company, treasurer and director of the Boston Water Power Company, secretary and director of the Boston Wharf Company, treasurer of the Boston Museum of Fine Arts, trustee of the Massachusetts Charitable Eye and Ear Infirmary and of the Provident Institution for Savings.

Mr. Lowell was deeply and intelligently interested in fine arts, and did much for the Art Museum. He was a member of the St. Botolph Club, and was active in its government.

Mr. Lowell will be greatly missed by his associates in the counsels of this institution as well as in the larger business and social circles in which he moved. By his industrious habits, generous spirit and cultured mind he lived up to the best traditions of a family great in the history of Boston and New England.

JOHN CARVER PALFREY died at his home, at 88 Beacon street, January 20, 1906. Mr. Palfrey had undergone a surgical operation the previous summer, since when his health had gradually failed. He was born in Boston in December, 1833, — the son of the late historian, John Gorham Palfrey, and brother of Gen. Francis W. Palfrey. His mother was the daughter of the late Samuel Hammond.

Mr. Palfrey graduated from Harvard in the class of 1853, with Charles William Eliot and many others who have since become eminent. Shortly after his graduation Mr. Palfrey entered the United States Military

Academy at West Point, where he graduated in 1857 at the head of his class. Immediately after his graduation the young soldier was commissioned a lieutenant, and when the Civil War broke out he entered upon active service, taking an honorable part in the campaigns of New Orleans, Port Hudson, the Red River Expedition and Mobile Bay. At the close of the war he resigned with the rank of captain of engineers, regular service, and brigadier-general of volunteers.

Soon after his return north Mr. Palfrey took up his residence in Lowell, where he became agent of the Merrimac Manufacturing Company.

After a residence of several years in Lowell Mr. Palfrey married Miss Adelaide E. Payson, daughter of the late Samuel R. Payson, and shortly afterward became treasurer of the Manchester Mills. This position he retained for about twenty years, when he retired from active business, devoting some time, however, to the management of estates. He was also at one time treasurer of the Long Wharf Corporation.

Mr. Palfrey was deeply interested in the social and club life of Boston. He was a member of the Somerset Club, the Massachusetts Historical Society, the Loyal Legion, the Cincinnati and the Oakley Country Club.

Mr. Palfrey's wife survives him, as do three children, Miss Hannah Gorham Palfrey and Dr. Francis W. Palfrey, who live in the family home at 88 Beacon street, and John Gorham Palfrey. Mr. Palfrey also leaves a sister, Miss Sara Hammond Palfrey, long well known as a writer of verses, novels, essays, etc., who at the age of more than eighty years continues to write interestingly.

Mr. Palfrey's death is a distinct loss to this corporation, as it is in the larger business and social spheres.

SAMUEL W. RODMAN died at Lincoln, Mass., June 1, 1906, in the ninety-second year of his age. He was born in Philadelphia, but for more than fifty years had been a Bostonian. Mr. Rodman was a man of wide sympathies, abundant charity, and had been an annual subscriber to the kindergarten for many years.

JOHN M. RODOCANACHI died at Holbrook, Mass., September 26, of cerebro-spinal hemorrhage, aged seventy-six years. Mr. Rodocanachi's health had been failing for the last three years, and lately he had been the guest of his friend Mr. McDonald.

He was born in Smyrna, Asia Minor, in 1830, and came to America when still a young man. After being in this country for some time he was appointed Greek consul in Boston, "in recognition of the valuable services rendered by him to the cause of his country and of his ardent devotion to the advancement of its interests and the increase of its prosperity."

He was consul for thirty-five years, and under his management the trade between Boston and Grecian ports grew steadily in volume and importance.

Mr. Rodocanachi will long be remembered as a loyal Greek, a true American citizen, and a kind and helpful friend to the Perkins Institution.

Rev. EDMUND F. SLAFTER, D.D., died at Little Boar's Head, N. H., September 22, 1906, aged ninety years. Dr. Slafter was one of the oldest clergymen in the United States, and among the best known among the Episcopal clergy.

He was born in Norwich, Vt., where several relatives survive him. He attended the historic Thetford Academy, and all his life long manifested a deep and abiding interest in the old academy where he prepared for college. Some time ago Dr. Slafter gave to the academy a substantial sum of money for the endowment fund, and last year he bought the old Pierce property in the town and presented it to the Thetford Institution for dormitory purposes.

Dr. Slafter was graduated from Dartmouth with the class of 1840, and was, at the time of his death, one of its oldest living alumni. In 1890 he was honored by his alma mater with the degree of Doctor of Divinity. His interest in the old college never waned, but grew warmer and tenderer as the years went by, and he gave many valuable books to the college library.

St. Peter's Church at Cambridge was one of his earlier charges, and later he became rector of St. John's at Jamaica Plain, where he officiated for several years. He was registrar of the diocese of Massachusetts for forty years.

Dr. Slafter was active in the affairs of the Massachusetts Bible Society, and was a member and a director of the Massachusetts Genealogical Society. Dr. Slafter's wife passed away many years ago.

### **John Theodore Heard, M.D.**

It is with feelings of deep personal sorrow and a keen sense of the great loss to the institution that we chronicle the death of the member of this board longest

in service, Dr. John Theodore Heard, who passed away at his summer home in Magnolia, on Sunday, September 2, 1906.

Dr. Heard became a member of this board in 1876, and for thirty years he has continued in enthusiastic, loyal and efficient service. He was one of Boston's most eminent physicians, and his long-continued membership of the committee on health was of great benefit to the institution.

As a member of the house committee at one time he looked after the details during a period of change and reconstruction of the buildings, and this work was carefully and well done.

Moreover, for many years he has taken time, amid the cares of his large medical practice, to act as one of the auditors. Like all else that he did, this work was thoroughly and efficiently done, and his perfect patience and unfailing courtesy will long be a treasured memory to those of the institution staff who regularly went over details of this work with him.

John Theodore Heard was born in Boston, May 28, 1836, and was the son of John Trull Heard and Almira Patterson. He was educated at the Boston Latin School and at the Harvard Medical School, where he graduated in the class of 1859. After completing his service as interne in the Massachusetts General Hospital, he continued the study of medicine in Dublin and Paris.

At the breaking out of the Civil War Dr. Heard went to the front as assistant surgeon of the Thirteenth Massachusetts Volunteers. He was made major sur-

geon of United States Volunteers in May, 1862, and assigned as brigade surgeon of the First Brigade, Second Division of the First Army Corps. In October of 1862 he became surgeon-in-chief of the Second Division of the same corps. He was successively medical director of the First Army Corps, surgeon-in-chief of the Artillery Reserve in the Army of the Potomac, and afterward medical director of the Fourth Army Corps of the Army of the Cumberland, with the rank of lieutenant colonel, expressly conferred for faithful and meritorious service during the war and afterward by act of Congress, February 25, 1865.

He took part in the battles of Cedar Mountain, Va., Rappahannock Station, Thoroughfare Gap, the second Bull Run, South Mountain, Maryland, Antietam, Fredericksburg, Va.; Chancellorsville, Gettysburg, in the campaign to Atlanta, Ga.; also Columbia, Spring Hill, Franklin and Nashville, Tenn.

Dr. Heard's rise in his profession as surgeon and physician was viewed as remarkable at that time, and since then he had achieved an eminent position as a practitioner in Boston, where he resided from the close of the war until the time of his death.

He was married, October 28, 1868, to Miss Rosalie J. Gaw of Philadelphia. Mrs. Heard and three sons, Henry Robert, Edmund and Roger Adams Heard, survive him. Two other children were born to them: Louisa Gaw Heard, who died in 1879; and John Theodore Heard, Jr., who died in 1902. He was intensely devoted to his family, and their home life was ideally happy. For many years the winter months were spent



in their town house at 20 Louisburg Square, while the summers were passed at their beautiful cottage on Norman's Woe Road, Magnolia.

Dr. Heard was an honored member of the Loyal Legion, and, in addition to his long and splendid service to the Perkins Institution, he was a trustee of the Brigham Hospital, a member of the Board of Managers of the Home for Aged Women, a member of the Massachusetts Medical Society, of the Essex County Club at Manchester and of the Bunker Hill Monument Association.

The hand of the reaper has fallen heavily upon us during the year that has gone, and we are more and more keenly sensible of our loss as the days go by; but we believe that the good and true men and women who were taken have so impressed their spirit and ideals upon those who were left that the work will go triumphantly on.

All which is respectfully submitted by

FRANCIS HENRY APPLETON,  
WALTER CABOT BAYLIES,  
WILLIAM L. BENEDICT,  
WILLIAM ENDICOTT,  
PAUL REVERE FROTHINGHAM,  
CHARLES P. GARDINER,  
N. P. HALLOWELL,  
HERBERT S. JOHNSON,  
GEORGE H. RICHARDS,  
WILLIAM L. RICHARDSON,  
RICHARD M. SALTONSTALL,  
S. LOTHROP THORNDIKE,

*Trustees.*

## ACKNOWLEDGMENTS.

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Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors, and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books, and specimens of various kinds.

As we have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

### *I. — Acknowledgments for Concerts, Recitals and Lectures.*

To Major HENRY LEE HIGGINSON, through Mr. Fred R. Comee, for thirty tickets for the course of symphony concerts in Sanders Theatre, Cambridge.

To Mr. HIRAM G. TUCKER, for an average of more than fifty tickets to each of the three series of Sunday Chamber Concerts in Chickering Hall; and to Mr. Tucker and Mr. George H. Weale, secretary, for seventy-six tickets to each of two concerts by the Boston Singing Club.

To Mr. JACQUES HOFFMANN, for thirty-two tickets for the course of chamber concerts by the Hoffmann Quartet.

To Mr. RICHARD NEWMAN, for an average of seventeen tickets to each of a series of recitals and concerts in Steinert Hall.

To the CECILIA SOCIETY, through its secretary, Mr. William Kittredge, for eighteen tickets to each of its three concerts.

To Prof. CARL FAELTEN, for six tickets to each of three recitals at the Faelten Pianoforte School.

To the CHORAL ART SOCIETY, through Mr. Charles G. Saunders, for twenty-five tickets to one of its concerts.

To the MUSIC DEPARTMENT of Boston, for an average of forty-five tickets to each of three municipal concerts.

To Mrs. JESSIE DOWNER EATON, for twenty-five tickets to a recital by the Eaton-Hadley Trio.

To Mr. HENRY M. DUNHAM, for twenty-four tickets to his organ recital in Jordan Hall.

To Mrs. SIGRID LUNDE SOUTHER, for twenty tickets to her pianoforte recital in Steinert Hall.

To Messrs. STEINERT AND SONS COMPANY, for twenty-seven tickets to a recital by Mr. Rudolf Ganz in Steinert Hall.

To Messrs. C. W. THOMPSON AND COMPANY, for ten tickets to a pianoforte recital by Mr. Wesley Weyman in Steinert Hall.

To Mme. GLADYS PERKINS FOGG, for five tickets to her series of three song recitals.

To Mrs. WALLACE GOODRICH, for three tickets to a lecture on "Wild Birds and their Songs" by Mr. F. Schuyler Matthews.

To Mrs. J. H. MORISON, for two tickets to the concert for the benefit of Mr. Wilhelm Gericke.

To a friend, for five tickets to a recital by Miss Christine La Barraque.

To Dr. F. W. STUART, for ninety-six tickets to an entertainment by the Orpheus Club.

To Mr. M. C. HILL, for a general invitation to a concert by the Royal Italian Band.

To the PHILLIPS BROOKS GLEE CLUB, for six tickets to their entertainment at the Church of the Redeemer, South Boston.

*II.—Acknowledgments for Lectures, Recitals and Concerts given in our Hall.*

To Mrs. CHARLES G. TRUMBULL, for a lecture on "Edgar Allan Poe."

To Prof. ARLO BATES, for a lecture on "The Art of Conversation."

To Dr. E. A. CROCKETT, for a lecture on "The Labrador."

To Prof. LOUIS C. ELSON, for a lecture on "Songs and Legends of the Sea."

To Mr. F. MORSE WEMPLE, for a song recital.

To Miss ELIZABETH NEWELL, for a lecture on "A Trip to California."

To Mr. WILLIAM STRONG, for a pianoforte recital.

To Mr. H. R. STEEVES and friends, for a concert.

*III.—Acknowledgments for Books, Specimens, etc.*

For various books, specimens, etc., we are indebted to the following friends:—

To MESSRS. GINN AND COMPANY, Miss MARIA F. RANNEY, Mrs. SARAH A. STOVER, Miss FANNY E. WEBSTER, and the XAVIER FREE PUBLICATION SOCIETY FOR THE BLIND, New York City.

*IV.—Acknowledgments for Periodicals and Newspapers.*

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

The N. E. Journal of Education,	.	.	.	Boston, Mass.
The Atlantic,	.	.	.	" "
Youth's Companion,	.	.	.	" "
Our Dumb Animals,	.	.	.	" "

The Christian Register,	. . . . .	<i>Boston, Mass.</i>
The Missionary Herald,	. . . . .	“ “
The Well-Spring,	. . . . .	“ “
Woman's Journal,	. . . . .	“ “
St. Nicholas,	. . . . .	<i>New York, N. Y.</i>
Collier's Weekly,	. . . . .	“ “ “
American Annals of the Deaf,	. . . . .	<i>Washington, D. C.</i>
The Étude,	. . . . .	<i>Philadelphia, Pa.</i>
The Mentor,	. . . . .	<i>Inst. for Deaf-Mutes, Malone, N. Y.</i>
Daily Advocate,	. . . . .	<i>Inst. for Deaf-Mutes, Rochester, N. Y.</i>
The Silent Worker,	. . . . .	<i>Inst. for the Deaf-Mutes, Trenton, N. J.</i>
The California News,		
		<i>Inst. for Deaf, Dumb and Blind, Berkeley, Cal.</i>
The Ohio Chronicle,	. . . . .	<i>Inst. for the Deaf-Mutes, Columbus, O.</i>
The Michigan Mirror,	. . . . .	<i>School for the Deaf, Flint, Mich.</i>
The Tablet,	. . . . .	<i>West Va. School for Deaf-Mutes and Blind.</i>
The Washingtonian,	. . . . .	<i>School for the Deaf, etc., Vancouver.</i>
The Colorado Index,	. . . . .	<i>Colorado School for Deaf and Blind.</i>
The Sunday-School Weekly (embossed),	. . . . .	<i>Philadelphia, Pa.</i>

## LIST OF PUPILS.

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Addelson, Bessie.	Gilman, Lura.
Allen, Mary K.	Golder, Gertrude.
Anderson, Elizabeth D.	Goldrick, Sophie E.
Babbitt, Frances R.	Goullaud, E. Edna.
Bailey, Minnie.	Hamlet, Ethel.
Berger, Bertha E.	Harvey, Ida M.
Brayman, Edith I.	Hayden, Ruth R.
Burke, Norah.	Healey, Mary J.
Burns, Nellie.	Hendrickson, Clarissa D.
Clarke, Helen F.	Hilgenberg, Johanna.
Crocker, Cora A.	Hinckley, Gussie P.
Crockett, Marion S.	Houghton, Elizabeth M.
Crossman, Mary M.	Ingham, Beatrice E.
Curran, Mary I.	Jones, Louise.
Dart, M. Fernette.	Jones, Maud E.
Deveau, Evelyn M.	Keegan, Margaret M.
Dodd, E. Elizabeth.	Kelly, Catherine A.
Dolan, Ellen F.	Kennedy, Annie M.
Dubreuil, Maria.	Kennedy, Nellie A.
Durant, Rose M.	Knap, Mary G.
Elmer, Edith M.	Landregan, Annie.
Elwell, Gertrude.	Langdon, Margarita.
Finnegan, Alice.	Lawler, Helen H.
Fisher, Annie J.	Lawrence, Anna.
Flardo, Rena.	Lemeir, Edith M.
Forbush, Vinnie F.	Lewis, Jessie.
Gavin, Ellen A.	McCabe, Jennie L.

McClintock, Mary.  
McDuffie, Lottie A.  
McKenzie, Ethel.  
McKenzie, Margaret.  
McVay, Catherine.  
Merrick, Margaret.  
Miller, A. Marion.  
Miller, Gladys L.  
Montgomery, Ethel A.  
Morris, Mary E.  
Muldoon, Sophia J.  
Murphy, Frances A.  
Noonan, M. Loretta.  
Norton, Agnes E.  
Ovens, Emily A.  
Parcher, F. Mabel.  
Perella, Julia.  
Puffer, Mildred E.  
Riley, Lily F.  
Ryan, Margaret.  
Sheffield, Emma J.  
Skinner, Maggie.  
Smith, Nellie J.  
Spring, Genevra S.  
Stearns, Gladys L.  
Stewart, Margaret C.  
Tate, Grace M.  
Traynor, Rose.  
Velandré, Corinna.  
Viles, Alison P.  
Walker, Isabella M.  
Walsh, Annie.  
Watts, Kate.  
Wilde, Agnes.

Winitzky, Nellie.  
Aberg, George H.  
Adler, Morris.  
Anderson, Adolf A.  
Bardsley, William E.  
Barnard, Richard J. C.  
Bates, Harold W.  
Bixby, Charles A.  
Blood, Howard W.  
Boutin, Joseph.  
Butters, Albert W.  
Cameron, Chester V.  
Carragher, William A.  
Casey, Frank A.  
Corliss, William A.  
Cotton, Chesley L.  
Crandall, Albert M.  
Crandall, Daniel L.  
Cummings, Edwin.  
Cunningham, James H.  
Curran, Edward.  
Curran, John.  
Davis, Aubrey J.  
Davison, Everett H.  
Deane, William.  
Deming, Harold B.  
Diamond, Francis.  
Downs, Chester K.  
Ellis, John W.  
Elms, Arthur W.  
Fanning, Robert.  
Farley, Charles E.  
Gibson, Leon S.  
Gordon, Allen G.

Gosselin, Arthur.  
Gosselin, Napoleon.  
Govereau, Edward.  
Goyette, Arthur.  
Graham, William.  
Hagopian, Krikor D.  
Hamlett, Clarence S.  
Heath, Aldace C.  
Heroux, Alfred N.  
Hickey, Bernard.  
Holbrook, William F.  
Ierardi, Francesco.  
Jean, Ludge.  
Jordan, John W.  
Kettlewell, Gabriel.  
Kirshen, Morris.  
LaPierre, William.  
Levin, Barnard.  
Lucier, George.  
Lund, Olaf H.  
Mahoney, J. Matthew.  
Marshall, Joseph.  
McDonough, William.  
McQueeney, William.  
Morang, James A.

Muldoon, Henry M.  
Muldoon, Robert D.  
Nelson, Francis C.  
Nelson, Ralph.  
Osborne, Patrick.  
Rand, Henry.  
Ray, Edward R.  
Ryan, M. James.  
Sacco, Nicola.  
Safford, Robert F.  
Sticher, Frank W.  
Stover, Alfred.  
Stringer, Thomas.  
Stuart, Edwin.  
Tyner, Edward T.  
Vaughn, William M.  
Velandré, Daniel.  
Viggers, Frederick.  
Walsh, Frederick V.  
Walsh, William.  
West, Paul L.  
Wetherell, John.  
White, Thomas E.  
Wolpe, Aaron D.



STATEMENT OF WILLIAM ENDICOTT, JR., *Treasurer of the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, for the Year ending August 31, 1906.*

INSTITUTION ACCOUNT.

RECEIPTS.		EXPENDITURES.	
Balance on hand September 1, 1905, . . . . .	\$16,908 33	Drafts to director, . . . . .	\$93,681 81
Donations, legacies and miscellaneous, . . . . .	77,845 04	Less unexpended balance, . . . . .	2,009 14
Income from investments, . . . . .	87,923 86		
Proceeds from sale of securities, . . . . .	3,010 00	Miscellaneous, . . . . .	
		Invested, . . . . .	
		Balance on hand August 31, 1906, . . . . .	\$91,672 67
			236 82
			20,257 06
			23,500 38
			\$135,686 93

PRINTING ACCOUNT.

RECEIPTS.		EXPENDITURES.	
Balance on hand September 1, 1906, . . . . .	\$2,896 33	Drafts to director, . . . . .	\$7,200 00
Income from investments, . . . . .	6,743 75	Less unexpended balance, . . . . .	53 84
Miscellaneous, . . . . .	466 59		
Proceeds from securities matured, . . . . .	1,000 00	Balance on hand August 31, 1906, . . . . .	\$7,147 16
			3,969 51
			\$11,106 67

Boston, October 10, 1906.

Examined and approved.

HENRY ENDICOTT, }  
EDWARD W. GREW, } *Auditors.*

WILLIAM ENDICOTT, JR., *Treasurer.*

STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, FOR THE YEAR ENDING AUGUST 31, 1906.

RECEIPTS.		EXPENDITURES.	
<i>Income.</i>			
From estate of Massachusetts, appropriation, . . .	\$30,000 00	For maintenance, . . .	\$74,049 71
" " Massachusetts, account of deaf and blind, . . .	1,400 00	insurance, taxes and repairs on real estate rented, . . .	7,590 32
" " Massachusetts, for adult blind, . . .	4,903 16	expense of tuning department, . . .	1,399 68
" " Massachusetts, for indigent children, . . .	76 27	Harris beneficiaries, . . .	987 00
" " Maine, for board and tuition, . . .	\$3,110 53	bills to be paid, . . .	823 92
" " New Hampshire, for board and tuition, . . .	3,066 67	teaching deaf and blind in their homes, . . .	4,903 16
" " Vermont, for board and tuition, . . .	1,200 00	sundry small bills, . . .	254 82
" " Rhode Island, for board and tuition, . . .	3,920 00	building fire escape doors, . . .	1,918 98
" " Connecticut, for board and tuition, . . .	2,448 05		\$31,929 49
towns and individuals, . . .	.	Invested, . . .	\$20,257 06
tuning department, . . .	.	Cash on hand August 31, 1906, . . .	23,500 88
sundry small items, . . .	.		43,757 44
annuity, estate of R. B. Brigham, . . .	.		
income from stocks and bonds, . . .	.		
income from real estate, . . .	.		
	13,745 25		
	2,294 37		
	2,008 10		
	418 91		
	1,000 00		
	15,623 98		
	22,299 43		
	\$83,767 43		
RECEIPTS EXCLUSIVE OF INCOME.			
<i>Legacies.</i>			
From estate of Charles H. Hayden (balance), . . .	\$9,500 00		
" " Margaret A. Holden, . . .	3,708 32		
" " Susan A. Blaisdell (balance), . . .	772 66		
" " Mrs. Elizabeth B. Bailey, . . .	3,000 00		
	16,980 98		
From donations, . . .	5,020 00		
sale of securities, . . .	\$3,051 35		
Less amount to profit and loss, . . .	41 35		
Cash on hand August 31, 1906, . . .	.		
	16,906 53		
	\$135,686 98		\$135,686 98



## ANALYSIS OF MAINTENANCE ACCOUNT.

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Meats, fish and vegetables, . . . . .	\$5,235 45
Butter and milk, . . . . .	3,892 42
Bread, flour, meal, etc., . . . . .	1,078 18
Fruits, fresh and dried, . . . . .	646 51
Sugar, tea and coffee, . . . . .	762 95
Groceries, . . . . .	1,216 68
Gas and oil, . . . . .	587 15
Coal and wood, . . . . .	4,423 52
Sundry articles of consumption, . . . . .	1,056 47
Wages, domestic service, . . . . .	9,135 15
Salaries, superintendence and instruction, . . . . .	33,029 71
Medicines and medical sundries, . . . . .	85 96
Furniture and bedding, . . . . .	1,394 94
Expense of stable, . . . . .	192 98
Musical instruments and supplies, . . . . .	4,762 16
Manual training supplies, . . . . .	262 07
Stationery, printing, etc., . . . . .	1,259 67
Construction repairs, . . . . .	2,327 31
Taxes and insurance, . . . . .	2,172 06
Sundries, . . . . .	528 37
	<hr/>
	\$74,049 71

## WORK DEPARTMENT.

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### STATEMENT FOR THE YEAR ENDING AUGUST 31, 1906.

Cash on hand August 31, 1905, . . . . .	\$1,667 08	
Cash receipts for the year ending August 31,		
1906, . . . . .	24,567 01	
	<hr/>	\$26,234 09
Cash paid for salaries and wages, . . . . .	\$10,847 40	
Cash paid for rent, stock and sundries, . . . . .	13,619 68	
	<hr/>	24,467 08
Cash on hand August 31, 1906, . . . . .		\$1,767 01
Stock on hand and bills receivable August 31, 1906, . . . . .		8,133 20
		<hr/>
Total assets August 31, 1906, . . . . .		\$9,900 21
Cash on hand August 31, 1905, . . . . .	\$1,667 08	
Stock on hand and bills receivable August		
31, 1905, . . . . .	7,980 42	
Total assets August 31, 1905, . . . . .	<hr/>	9,647 50
Gain for the year, . . . . .		<hr/> \$252.71

The following account exhibits the state of property as entered upon the books of the institution, September 1, 1906:—

	Book Value.	
Building 205-207 Congress street, . . .	\$75,800 00	
House, 11 Oxford street, . . . . .	8,500 00	
House, 402 Fifth street, . . . . .	4,300 00	
Houses, 412, 414, 416 Fifth street, . . .	9,300 00	
Houses, 424, 426, 428 Fifth street, . . .	15,300 00	
Houses, 490-440 Fifth street and 103-105 H street, . . . . .	47,200 00	
Building, 442 Fifth street to 111 H street, .	21,300 00	
House, 537 Fourth street, . . . . .	3,900 00	
Houses, 541, 543 Fourth street, . . . . .	7,800 00	
House, 542 Fourth street, . . . . .	7,800 00	
House, 555 Fourth street, . . . . .	2,000 00	
Houses, 557, 559 Fourth street, . . . . .	14,900 00	
Houses, 583, 585, 587, 589 Fourth street, .	18,700 00	
Houses, 591, 593, 595 Fourth street, . . .	15,400 00	
Houses, 99-101 H street, . . . . .	3,000 00	
House, 527 Broadway, . . . . .	7,700 00	
		\$262,900 00
<i>Real Estate used by the Institution.</i>		
Real estate, Broadway and Fourth street, .	\$345,000 00	
House, 418 Fifth street, . . . . .	3,100 00	
House, 422 Fifth street, . . . . .	3,700 00	
		351,800 00
Unimproved land, South Boston, . . . . .	. . . . .	5,196 00
Mortgage notes, . . . . .	. . . . .	72,500 00
<i>Stocks and Bonds.</i>		
150 shares Fitchburg R.R., preferred, . .	\$21,500 00	
25 shares New York, New Haven & Hart- ford R.R., common, . . . . .	4,900 00	
\$20,000, Chesapeake & Ohio R.R., 1st con- solidated, 5s, . . . . .	20,000 00	
\$25,000, New York Central & Hudson River R.R., debenture, 4s, . . . . .	25,000 00	
\$10,000, New York Central & Hudson River R.R. (Lake Shore), 3½s, . . . . .	9,500 00	
\$14,000, Chicago, Burlington & Quincy R.R. (Denver Extension), 4s, . . . . .	14,000 00	
\$10,000, New York, New Haven & Hartford R.R., 4s, . . . . .	10,000 00	
\$40,000, New York, Ontario & Western R.R., 4s, . . . . .	40,000 00	
\$25,000, Long Island R.R., refunding, 4s, .	25,000 00	
\$35,000, Lake Shore & Michigan Southern R.R., debenture, 4s, . . . . .	35,000 00	
<i>Amounts carried forward, . . . . .</i>	\$204,900 00	\$692,396 00

	Book Value.	
<i>Amounts brought forward,</i> . . . .	\$204,900 00	\$692,396 00
\$50,000, American Telephone & Telegraph Company, 4s,	48,500 00	
\$35,000, Illinois Steel Company, 5s, . . .	35,000 00	
		288,400 00
Cash, . . . . .	. . . . .	23,500 38
Household furniture, South Boston, . . .	. . . . .	17,900 00
Provisions and supplies, South Boston, . .	. . . . .	1,500 00
Coal, South Boston, . . . . .	. . . . .	2,275 00
<i>Work Department.</i>		
Stock and bills receivable, . . . . .	. . . . .	8,133 20
<i>Music Department.</i>		
Sixty-seven pianofortes, . . . . .	\$12,350 00	
One three-manual pipe organ, . . . . .	9,000 00	
Four reed organs, . . . . .	100 00	
Eighty-three orchestral instruments, . . .	2,680 00	
Musical library, . . . . .	3,400 00	
		27,530 00
<i>Miscellaneous.</i>		
School furniture and apparatus, . . . . .	. . . . .	14,000 00
Library of books in common print, . . . .	\$7,625 00	
Library of books in embossed print, . . .	24,400 00	
Special library, . . . . .	8,700 00	
		40,725 00
Boys' shop, . . . . .	. . . . .	115 00
Stable and tools, . . . . .	. . . . .	450 00
		\$1,116,924 58

The foregoing property represents the following funds and balances, and is answerable for the same:—

INSTITUTION FUNDS.		
General fund of the Institution, . . . .	\$120,877 44	
Stephen Fairbanks fund, . . . . .	10,000 00	
Harris fund, . . . . .	80,000 00	
Richard Perkins fund, . . . . .	20,000 00	
Stoddard Capen fund, . . . . .	13,770 00	
In memoriam Mortimer C. Ferris, . . . .	1,000 00	
LEGACIES:—		
Mrs. Elizabeth B. Bailey, . . . . .	3,000 00	
Mrs. Eleanor J. W. Baker, . . . . .	2,500 00	
Calvin W. Barker, . . . . .	1,869 32	
<i>Amount carried forward,</i> . . . . .	\$253,006 76	

<i>Amount brought forward,</i>	\$253,006 76
Miss Lucy A. Barker, . . . .	5,953 21
Miss Mary Bartol, . . . .	800 00
Thompson Baxter, . . . .	322 50
Robert C. Billings, . . . .	25,000 00
Robert C. Billings (deaf, dumb and blind), . . . .	4,000 00
Susan A. Blaisdell, . . . .	5,832 66
George W. Boyd, . . . .	5,000 00
J. Putnam Bradlee, . . . .	100,000 00
T. O. H. P. Burnham, . . . .	5,000 00
Mrs. Eliza Ann Colburn, . . . .	5,000 00
I. W. Danforth, . . . .	2,500 00
John N. Dix, . . . .	10,000 00
Albert Glover, . . . .	1,000 00
Joseph B. Glover, . . . .	5,000 00
Joseph B. Glover (deaf, dumb and blind), . . . .	5,000 00
Charles H. Hayden, . . . .	12,000 00
Mrs. Margaret A. Holden, . . . .	3,708 32
Benjamin Humphrey, . . . .	25,000 00
Mrs. Susan B. Lyman, . . . .	4,809 78
The Maria Spear Legacy for the Blind, . . . .	15,000 00
Stephen W. Marston, . . . .	5,000 00
Edward D. Peters, . . . .	500 00
Henry L. Pierce, . . . .	20,000 00
Mrs. Elizabeth P. Putnam, . . . .	1,000 00
Mrs. Charlotte B. Richardson, . . . .	40,507 00
Mrs. Matilda B. Richardson, . . . .	800 00
Miss Mary L. Ruggles, . . . .	3,000 00
Samuel E. Sawyer, . . . .	2,174 77
Joseph Scholfield, . . . .	2,500 00
Mary F. Swift, . . . .	1,391 00
Alfred T. Turner, . . . .	1,000 00
George B. Upton, . . . .	10,000 00
Mrs. Ann White Vose, . . . .	12,994 00
Joseph K. Wait, . . . .	3,000 00
Mrs. Mary Ann P. Weld, . . . .	2,000 00
Thomas Wyman, . . . .	20,000 00
Charles L. Young, . . . .	5,000 00
	<hr/>
	\$623,800 00
Cash, . . . .	23,500 38
Buildings, unimproved real estate and personal property in use of the institution, South Boston, . . . .	469,624 20
	<hr/>
	\$1,116,924 58



The following account exhibits the state of property as entered upon the books of the institution, September 1, 1906:—

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PRINTING DEPARTMENT.

<i>Stocks and Bonds.</i>	<i>Book Value.</i>	
100 shares Fitchburg R.R., preferred, . . .	\$14,000 00	
75 shares Boston & Providence R.R., . . .	22,500 00	
209 shares Boston & Albany R.R., . . .	52,000 00	
70 shares Old Colony R.R., . . .	14,000 00	
100 shares West End Street Railway, common,	9,800 00	
15 shares Suffolk Real Estate Trust, . . .	15,000 00	
1 share Boston Ground Rent Trust, . . .	900 00	
\$10,000, St. Paul, Minneapolis & Manitoba R.R., 4s, . . . . .	9,000 00	
\$10,000, Northern Pacific & Great Northern R.R. (C., B. & Q.), joint 4s, . . . . .	10,000 00	
\$2,000, Chicago, Burlington & Quincy R.R. (Illinois division), 3½s, . . . . .	1,800 00	
\$15,000, Western Telephone & Telegraph Com- pany, 5s, . . . . .	15,000 00	
\$15,000, American Telephone & Telegraph Com- pany, 4s, . . . . .	14,500 00	
	<hr/>	\$178,500 00
Stock and machinery, . . . . .	\$3,500 00	
Books, . . . . .	16,800 00	
Electrotype and stereotype plates, . . . . .	28,255 00	
	<hr/>	48,555 00
Cash, . . . . .		8,959 51
		<hr/>
		\$231,014 51

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The foregoing property represents the following funds and balances and is answerable for the same:—

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PRINTING FUND.	
Capital, . . . . .	\$108,500 00
Legacy, Joseph H. Center, . . . . .	1,000 00
Additional funds, . . . . .	69,000 00
	<hr/>
	\$178,500 00
Cash, . . . . .	8,959 51
Personal property in use of the printing department, . . . . .	48,555 00
	<hr/>
	\$231,014 51

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## INSTITUTION ENDOWMENT FUND.

## LIST OF CONTRIBUTORS

*From August 31, 1905, to September 1, 1906.*


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Agassiz, Mrs. Elizabeth C., . . . . .	\$10 00
Cary, Miss Emma F., . . . . .	20 00
Clapp, Mrs. Robert P., . . . . .	10 00
Curtis, Miss Isabella P., . . . . .	5 00
Cushing, Miss Sarah B., . . . . .	10 00
Ellis, George H., . . . . .	75 00
Gray, Mrs. Maria L., . . . . .	5 00
H. S. H., . . . . .	15 00
H. W. P., . . . . .	5 00
Maharajah of Baroda (to be used for treats for the pupils), . . . . .	200 00
Morse, Mrs. Leopold, . . . . .	100 00
Mrs. S., . . . . .	100 00
Pratt, Mrs. Elliott W., in memory of Elliott W. Pratt, . . . . .	100 00
Pratt, R. M., . . . . .	50 00
Thursday Morning Fortnightly Club of Dorchester (for the music department), . . . . .	40 00
Tompkins, Mrs. Orlando, . . . . .	50 00
Tucker, H. G. (two-thirds of receipts from concerts given in Chickering Hall in behalf of the music department of Perkins Institution), . . . . .	4,200 00
White, C. J., . . . . .	25 00
	<hr/>
	\$5,020 00

## SUBSCRIPTIONS FOR THOMAS STRINGER.

FROM SEPTEMBER 1, 1905, TO AUGUST 31, 1906.

---

A. B., . . . . .	\$10 00
Bancroft, Miss Elizabeth Hope, . . . . .	1 00
Bristoll, Mrs. Rosa Olds, Minneapolis, Minn., . . . . .	2 00
Brown, Mrs. J. Conklin, Berkeley, Cal., . . . . .	10 00
Bryant, Mrs. Annie B. Matthews, . . . . .	5 00
Buxton, Dr. B. H., New York, . . . . .	25 00
Children of the First Grade of Winthrop School, Brookline, through Miss Anna M. Taylor, . . . . .	1 00
Children's Aid Society of Washington, Pa., . . . . .	25 20
Fay, Miss Sarah M., . . . . .	50 00
H. D. B., . . . . .	26 00
Hill, Mrs. Lew C., . . . . .	5 00
Jackson, Mrs. Mary J., . . . . .	2 00
Matthews, Mrs. Annie B., . . . . .	50 00
May, Miss Eleanor G., trustee of Lydia Maria Child fund, . . . . .	35 00
Moore, Mrs. George W., Brookline, . . . . .	5 00
Morse, Mrs. E. Rollins, . . . . .	10 00
Moseley, Miss Ellen F., . . . . .	50 00
Parkinson, Mr. John, . . . . .	25 00
Seabury, the Misses, New Bedford, . . . . .	5 00
Sohier, Miss Mary D., . . . . .	25 00
	<hr/>
	\$367 20
A friend, to make up the deficit in the account of the previous year, . . . . .	415 05

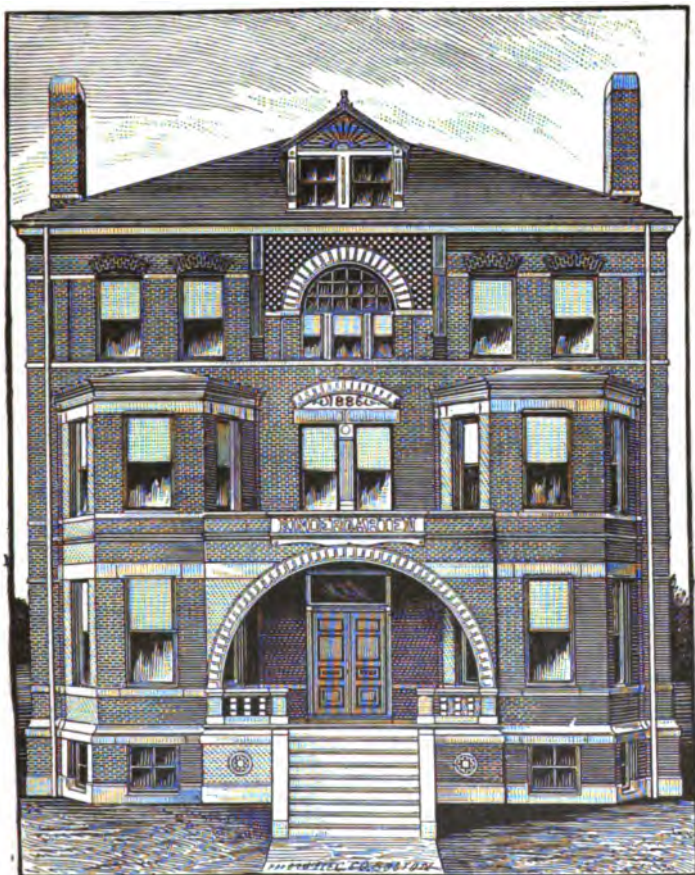
## PERMANENT FUND FOR THOMAS STRINGER.

[This fund is being raised with the distinct understanding that it is to be placed under the control and care of the trustees of the Perkins Institution and Massachusetts School for the Blind, and that only the net income is to be given to Tom so long as he is not provided for in any other way, and is unable to earn his living, the principal remaining intact forever. It is further understood, that, at his death or when he ceases to be in need of this assistance, the income of this fund is to be applied to the support and education of some child who is both blind and deaf and for whom there is no provision made either by the state or by private individuals.]

A. B., . . . . .	\$200 00
Bartol, Miss Elizabeth H., . . . . .	25 00
C. H., . . . . .	2 00
Children's Aid Society of Washington, Pa., . . . . .	25 00
Eaton, Miss Mary E., Newton Centre, . . . . .	175 00
French, Miss Caroline L. W., . . . . .	100 00
Herrick, Mrs. Susan A., . . . . .	5 00
Howe, Mrs. James S., . . . . .	5 00
Howe, Master James S., Jr., . . . . .	2 00
Income from the Glover Fund, . . . . .	50 00
Nichols, Mrs. John W. T., . . . . .	100 00
Parker, Mrs. Theodore, Winchendon, . . . . .	1 00
Primary Department of the Sunday-school of the First Methodist Protestant Church of Pittsburg, Pa., through Mrs. William McCracken, . . . . .	5 00
Robbins, Miss Agnes Frances, . . . . .	25 00
Robbins, Miss Clara T., . . . . .	15 00
	<hr/>
	\$735 00



**TWENTIETH ANNUAL REPORT**  
**OF THE**  
**KINDERGARTEN FOR THE BLIND,**  
**AUGUST 31, 1906.**



**BOSTON :**  
**WRIGHT & POTTER PRINTING CO., STATE PRINTERS,**  
**18 POST OFFICE SQUARE.**  
**1907.**



# OFFICERS OF THE CORPORATION.

1906-1907.

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FRANCIS HENRY APPLETON, *President.*  
AMORY A. LAWRENCE, *Vice-President.*  
WILLIAM ENDICOTT, JR., *Treasurer.*  
ALMORIN O. CASWELL, *Secretary pro tem.*

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## BOARD OF TRUSTEES.

FRANCIS HENRY APPLETON.	N. P. HALLOWELL.
WALTER CABOT BAYLIES.	REV. HERBERT S. JOHNSON.
WM. LEONARD BENEDICT.	GEORGE H. RICHARDS.
WILLIAM ENDICOTT.	WM. L. RICHARDSON, M.D.
REV. P. R. FROTHINGHAM.	RICHARD M. SALTONSTALL.
CHARLES P. GARDINER.	S. LOTHROP THORNDIKE.

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## LADIES' VISITING COMMITTEE.

Mrs. JOHN CHIPMAN GRAY, *President.*  
Miss ANNIE C. WARREN, *Vice-President.*

Mrs. E. PREBLE MOTLEY, . . . . . <i>December.</i>	Mrs. JOHN CHIPMAN GRAY, . . . . . <i>May.</i>
Mrs. HAROLD J. COOLIDGE, . . . . . <i>January.</i>	Mrs. LAZAR ANDERSON, . . . . . <i>June.</i>
Mrs. THOMAS MACK, . . . . . <i>February.</i>	Miss AGNES BROOKS, . . . . . <i>September.</i>
Miss ANNIE C. WARREN, . . . . . <i>March.</i>	Mrs. GEORGE A. DRAPER, . . . . . <i>October.</i>
Miss ELLEN BULLARD, . . . . . <i>April.</i>	Mrs. GEORGE H. MONKS, . . . . . <i>November.</i>

Miss ANNIE NORTON WARD.  
Mrs. MAUD HOWE ELLIOTT, *Honorary Member.*  
Mrs. KINGSMILL MARRS, *Honorary Member.*





# OFFICERS OF THE KINDERGARTEN.

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## ACTING DIRECTOR.

ALMORIN O. CASWELL.

---

## ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

---

## OPHTHALMIC SURGEON.

FRANCIS I. PROCTOR, M.D.

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### Boys' Section.

Miss NETTIE B. VOSE, *Matron*.  
Miss FLORA C. FOUNTAIN, *Assistant*.  
Miss ELLEN REED MEAD, *Kindergartner*.  
Miss MINERVA LYON, *Substitute*.  
Miss L. HENRIETTA STRATTON, *Teacher*.  
Miss MINNIE C. TUCKER, *Music Teacher*.  
Mrs. CORDEN SAGAR, *Special Teacher*.

### Girls' Section.

Mrs. J. M. HILL, *Matron*.  
Miss CORNELIA M. LORING, *Assistant*.  
Miss W. HUMBERT, *Kindergartner*.  
Miss ALICE M. LANE, *Teacher*.  
Miss HELEN M. HINOLF, *Music Teacher*.

Miss LAURA A. BROWN, *Teacher of Manual Training*.

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## PRIMARY DEPARTMENT.

### Boys' Section.

Miss MARY J. JONES, *Matron*.  
Miss MARGARET F. HUGHES, *Assistant*.  
Miss ANGIE L. TARBELL, *Teacher*.

Miss M. ESTELLE RAMSDELL, *Teacher*.  
Miss SURAN A. BOURNE, *Music Teacher*.  
Miss SIGRID SJÖLANDER, *Sloyd*.

### Girls' Section.

Miss BLANCHE BARRETT, *Matron*.  
Miss ADA S. BARTLETT, *Assistant*.  
Miss BERTINA DYER, *Teacher*.  
Miss BERTHA M. BUCK, *Teacher*.

Miss NAOMI K. GRING, *Music Teacher*.  
Miss KATHARINE I. FISH,  
*Music Teacher*.  
Miss GERDA L. WAHLBERG, *Sloyd*.

## GIFTS IN LIFE AS WELL AS IN DEATH.

DEAR FRIEND:—Are you thinking of making your will and of disposing of the whole or a part of your estate for educational and benevolent purposes? If so, do not forget the Kindergarten for the Blind in Jamaica Plain. Pray bear in mind the fact that this institution is doing a holy work for the needy little sightless children, its object being to mitigate the sad effects of their affliction, to improve their condition physically, intellectually and morally, and to free them from the fetters of helplessness and dependence.

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FORM OF BEQUEST.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind, the sum of                      dollars.

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FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind (here describe the real estate accurately), with full power to sell, mortgage and convey the same, free of all trusts.

*The Kindergarten for the Blind is located at the corner of Perkins and Day streets, Jamaica Plain.*

*The Jamaica Plain electric cars pass within ten rods of the building.*

# KINDERGARTEN FOR THE BLIND.

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## REPORT OF THE TRUSTEES.

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*To the Members of the Corporation.*

LADIES AND GENTLEMEN : — In presenting our annual report for the year ending on the thirty-first day of August, 1906, we are glad to assure the many friends and supporters of this beneficent institution that the past year has been one of progress and the most successful year in its history.

The affairs of the school have been conducted in the spirit and according to the wishes of its great founder, our late director, and the kindergarten stands as a monument to him more enduring than metal tablet or marble shaft.

Every convenience has been provided that science could dictate or a careful consideration for the physical health or mental and moral well-being of the children could suggest. There are acres of beautiful playgrounds for the children in the warmer months, and a wealth of pictures, statuary and flowers in all the schoolrooms, to render them homelike and beautiful to teachers and pupils alike.

The teaching and training of the blind are at their best here, and visitors will be deeply impressed by the patience and consecration of the teachers and the spirit of happiness and contentment displayed by the children.

## RECORD OF HEALTH.

There have been several cases of illness during the year, as follows: appendicitis, one case; scarlatina, one; jaundice, one; whooping cough, five cases; mumps, eleven; and measles, two, of which the last-named proved fatal.

Little Gertrude May Holberton of Slocumville, R. I., died at the City Hospital, April 3, 1906, at the age of five years, of measles. She was a dear little girl, a favorite with matrons and teachers at the kindergarten, where her untimely death was sincerely mourned by all, teachers and pupils alike.

Stephen H. Martin of Plainfield, Vt., one of the little boys at the kindergarten, died of measles followed by diphtheria, at the City Hospital, March 22, 1906, aged six years.

## THE SIGNIFICANCE OF THE WORK OF THE KINDERGARTEN.

Life is made up of compensations, and a striking and beneficent one is the fact that these helpless, sightless children, shut in from the sunny world about them, isolated, timid and inert, needing more than any others the help of kind hearts and intelligent minds devoted to their emancipation, should, by the very extremity of their helplessness, appeal more strongly than any others to the sympathies of those who have the means to help unlock their prison house.

The kindergarten for the blind, like the kindergarten for the seeing, had its origin in neglect on the part of the parents, and a tender-hearted man's observation of that neglect and its effect on the child victims,—

although the neglect of the blind children, sometimes of exactly the same sort as that of the seeing, was often exactly opposite in character. Froebel saw that the orderly, natural unfolding of the child-soul, to be secured through happy play in an atmosphere of love and trust, was impossible under constant repression in an environment of fear and suspicion. The founder of our kindergarten for the blind had learned, in the course of his work with the sightless, that many of them had been neglected and allowed to reach their teens absolutely untaught, or with little mental training worthy the name, with no initiative or self-reliance, their minds and bodies undeveloped, all through a mistaken idea of tenderness on the part of the parents. If to teach normal seeing children before the days of the kindergarten was a difficult task, then to teach and train these neglected blind children was well-nigh a hopeless one. But the kindergarten for the blind is established, and for otherwise normal children the problem is solved.

The little boys and girls come to the kindergarten at five or six years of age, they enjoy a cheerful home, where all their physical wants are looked after with loving care. Here, by mingling with other children in healthy, joyous play, they gradually overcome their natural shyness and timidity, and the inertia so characteristic of the neglected blind. Here, at the hands of trained kindergartners, these little folks receive, in the guise of games, delightful lessons in form, language, number and harmony, their reasoning powers are developed, their imaginations trained, their manners refined, and, what is of far more importance, their sense

of right and fairness quickened and developed. It is an ideal preparation for the work of the grades that follows.

#### EXERCISES AT THE BOSTON THEATRE.

At the commencement exercises of the school, held in Boston Theatre on the afternoon of Tuesday, June 5, the little people of the kindergarten were, as always, the centre of attention, and formed a pretty group at the front of the stage. Such a bevy of white-clad little figures! Such plump cheeks and dimpled hands, ready to investigate all that came within touch! Such rows of flaxen or darker polls, the feminine half of them crowned with a brave array of butterfly bows! It is no wonder that the children seemed so attractive to their friends who filled the auditorium.

All the little ones listened in absolute silence and with evident appreciation to the beautiful strains of the opening orchestral selection, and then an added alertness in their attitude showed that the time for their share in the afternoon's entertainment had arrived. Four of the tiniest pupils went to the tables which had been placed at the front of the stage, and were soon busily at work upon the moist clay which they found awaiting their deft touch. While the little fingers were molding the material into shape, Dr. William T. McElveen gave the following earnest address upon the work of the kindergarten: —

Mr. Chairman and Friends: As the program intimates, I am a preacher; but please do not hold that against me! I

really can't help it! But because I am a preacher, I would like to tell you what I purpose saying, by the announcement of a Scripture text. I think I will feel more comfortable if I do so; don't you feel uncomfortable, because I am not going to preach any sermon. There is just this difference between a sermon and an address: A sermon ought to have something of the dignity and the stateliness of a Roman chariot; but an address may have something of the freedom and the informality of an Irish jaunting car. One does not need to stick to his text if he makes an address, but if he preaches a sermon, he ought to. In fact, I heard of a very well-known clergyman who was asked very suddenly to address the young women at Wellesley College. He was concerned simply with the feeling of personal influence, as the thought taken. He had not looked at the text, and was much chagrined and embarrassed when he stood before the young women, in their chapel, and read: "Be ye fishers of men," as his text.

I want to preface what I have to say with this text, because this particular text briefly expresses just what I wish to say. It states tersely some of the principles of this holy art of kindergarten about which I am to speak to you this afternoon, and this is the text, — most familiar words they are: "Train up a child in the way he should go."

Now, while that old proverb was penned many centuries ago, I venture to say it is still abreast of the best theories of our time in matters of child culture. Yet this ancient wise man said *training*, not *teaching*. Training is a finer art than teaching. To teach is to feed the mind; to train is to feed body and mind and spirit. Teaching gives information, but training gives skill and strength; it unfolds capacities, develops faculties, shapes habits, and makes for character. Teaching addresses itself to the intellectual side of the child's nature; training addresses itself to the child and the child's entirety, and aims to



develop every possibility and to cover every phase of the child's life and experience. A baby is but a bud, with all its petals yet unfolded; and the true kindergartner would, like the glad sunshine, kiss every petal of the flower wide open.

True education is not information, it is formation. It is formation of life and character, and the kindergartner begins her process of forming the child at the child's most formative period. Education is not construction, it is inspiration. It is not training the child's mind with a great encyclopedia of facts, it is strengthening the child mind, it is increasing the child's power of initiative, it is developing the child's character. The brain is not the only organ of knowledge with which the child is equipped. The child comes to know by different ways than via the intellect. There are many gateways to the site of the child-soul, and the true kindergartner would open wide every gateway, because there are not only the eyes of the intellect, but the eyes of the heart, to be opened. She would awaken the slumbering æsthetic senses; she would arouse the dormant musical fountains; aye, do more,—she would make active that sense by which the Unseen Eternal is perceived.

And so the true kindergartner endeavors to harmoniously unfold, not to mechanically instruct. The true kindergartner leaves the child to discoveries for himself, not to pour into the child's mind certain facts. The true kindergartner draws out of the child; she does not pack the child's memory with a great mass of items and rules and tables. The true kindergartner leads, she never drives; she brings the boys or girls into command of their own power; she does not command those powers. She leads with the children, not beyond them, not above them.

And so I say that training is a finer, deeper, larger process than teaching. Training does not simply mean the school-room drill and discipline; training means more to early life. It means the broadening and deepening of mind and power and spirit.

It means the enrichment of the entire personality. It means the development of every latent energy, every quality hitherto dormant, coming naturally, through effort, to flower. It means the proportionate culture of all the powers, the harmonious development of all the faculties.

Training does not mean training the child's personality with a few social empty hopes and superficial accomplishments; it means bringing the child into the light of a kind heart and soul, right imagination and strong reason, and large faith in and deep love for God and for man. In a word, kindergartening, which is really child training, is helping the child to arrive at his real self, his best possible self. Gone are the years when men regarded education as simply the mental acquisition of facts. Even brain education is not now considered loading the memory with a great dead mass of mental accumulations. No! it is power to work with the brain. It is ability to think straight. It is capacity to discriminate between the seeming and the real. A walking, talking encyclopedia is no more an educated man than a catalogue is a library. Many people know botany, but they do not know flowers. Many people know astronomy, but do not know stars. And I am very sorry to say many people know theology, but they do not know God, as "many a man has his memory full, but his understanding empty."

Solomon, who had the reputation of being the wisest man of the world, said that "by your getting knowledge, get understanding;" and he saw the difference between simply teaching, this informing, and training which is unfolding all the powers latent in the child.

Some who are politically bound to party educators very much regret the kindergarten, as a kind of educational millinery. They consider it as a sort of trimming, which you can add on when the fad is popular, and which you can discard when the tax-payer begins to cry loudly. But that educator does not quite

see the meaning, the purpose, underlying all kindergarten work. These songs that you will hear are not simply kindergarten jingles. There are times of seed-sowing in them, and by them the good master goes forth to sow the seed again; and the seed is always good, and the ground is always fertile; a great harvest will be gathered of virtue and reverence, when the boys and girls who have sung these songs about God and man and the soul, the sun and moon and flowers, come to manhood and womanhood.

And these games you shall see on the platform in a moment or two are not merely games for children, but they reproduce the life of plants, of animals, the life of human beings, and so come into conscious kinship with the great world of men and of things; and these so-called occupations which you saw just now, kindergarten occupations, they are not simply doing these little things to while away the time — no, no! In mimicry these children do what men the wide world over do, and so come into sympathetic co-operation with every tradesman, professional man and every handicraft everywhere.

I said that training was a deeper and a finer process than teaching. Note this, also. Training can antedate teaching. Long before the child knows the meaning of words, — looks, smiles and gestures are clear to him. You can begin to train a child to go to sleep without rocking, — I did not read that, I know it. You can train a child to expect and accept his food at a certain definite hour, and train him to do a hundred and one things that will add wonderfully to the joys of motherhood, when we could not teach him a single thing, because he could not understand what was said. The word “train” in that verse I quoted is rather a peculiar and picturesque word. Ethnologically it means to rub the gullet, and refers to an old Jewish custom and practice still prevalent among primitive people, of opening the throat of the first-born babe and anointing that

throat with some fluid; in the older times usually it was the saliva of the nurse. It was done to show this new babe how to swallow and breathe correctly; and just let me say that nine-tenths of the people of today do not know how to breathe, though some of us look as though we had swallowed a good deal. The kindergartner does not advocate the old verse of Oliver Wendell Holmes, that "education begins a hundred years before the child is born;" but the kindergartner does insist that what it is is a world drill school, in that it exerts a powerful influence over all our after-lives.

Teaching the children! "It is painting and fresco," said Emerson, and fresco, real fresco, — we haven't very much of it now, — real fresco cannot be taken from the wall until you take down the plaster. A good deal of the teaching is calcimine. I sometimes think preaching is calcimine, — but training children, that is the painting and fresco that is doing an abiding and eternal work.

There is just one other thing I want to say, for I see our little friends are through with their task, and I should be through with mine. This wise man says: "Train up a child in the way he should go." Not that he should have his own way, — no; but that in training him we should have regard for his individuality. That our friends are doing, as you see, in this fine school. Children are different; they are not alike. There is just one point in which all children are alike, and that is that they are different! Creative wisdom seems to have gone to infinite pains to have made the points of difference, not as few, but as numerous, as possible, and there is no one quality everywhere pervasive in life. We all know this variation serves some wise end, just as a change in the air keeps stagnation out of water and dead calm out of air. But I want to emphasize that the kindergartner recognizes this great fact in human nature, — that two brothers may be totally different as the oak and

geranium; one child is a sack to fill, another is a plant to grow. "Alike as two peas," they say of the baby twins. Exactly; but look at the two peas under the microscope, and see that babies and peas differ alike.

And so education must be as individual as temperament and life. We must lead these boys and girls to the highest expression of their possibilities; but the highest expression of this one's possibilities is not the highest expression of that one's possibilities. No, no! The mark of the blue pencil upon the yellow paper looks blue, and the mark of the blue pencil upon the red paper looks purplish. After all, it is only upon real white paper that it makes an exact blue mark. All children vary, even the teachers of these children would acknowledge that, much as they love them; and you must acknowledge that as to your own children at home; whether alert and active, or indolent, over-generous and stupidly selfish. Some characteristics must be changed, some curbed, others coaxed into larger and richer life. That is the task of the parent, and that, more especially, is the task of the kindergartner. She must study the child; she must make a careful and accurate diagnosis of the child; she must know the faults to be remedied, and she must know the virtues that are in excess. She must use tact, and arrange her scheme of kindergarten training so as to bring that boy and girl into full possession of their best possible selves. "Train up a child in the way he should go." That is, discover for this one and that one, and then project into life a breathing reality of that child's real self.

I covet for each one of you the privilege that I enjoyed a week or so ago, of going out to Jamaica Plain and living with these little people for three or four hours; I saw them doing the little things they are doing before you today, but not half so well, I fancy, because then there was no audience present, no one to interfere with that freedom, abandon, that joy and that happi-

ness. Nimble fingers, nimble intellects, kind hearts, good judgment, — all these powers are being developed in these little ones; and I think I should speak for you, and that you express through me your gratitude and thankfulness to these men and women who are giving their lives to training up these children in the way they should go.

At the conclusion of Dr. McElveen's eloquent remarks, which elicited the heartiest applause, the children exhibited their clay work, and explained what they had made. One had molded a pumpkin, symbolic of one of the chief pleasures of Thanksgiving Day. A drum signalized the fervor of the patriotic holidays, and a trumpet heralded the joys of Christmas; while the fourth little tot had formed a cylinder, cube and ball, and had reared them in a stately monument in commemoration of Froebel's birthday. These were explained by appropriate verses, and served to usher in the children's exercises, illustrative of *Festival Days in the Kindergarten*.

Happy indeed is the celebration of these festal occasions that indicate the passing of the year, if we are to judge by the merry songs and pretty games by which the children expressed the pleasures of Christmas, St. Valentine's Day, Washington's Birthday, Patriots' Day and May Day. Their sweet young voices rang out clearly in the tuneful melodies, and in their thorough enjoyment of singing it looked as if they might continue all day without tiring of the fun. In their games they ran about, marched and danced with a charming lack of self-consciousness and with complete freedom of motion. As the crowning point of the festivities a May-

pole was erected in their midst, and eight of the children with a pretty little skipping step wound it with the gay strands of green and yellow. The applause which greeted this achievement was well merited by the graceful little performers of the feat.

This marked the close of the exercise, and the tiny entertainers marched off the stage much to the regret of their auditors, who had entered heartily into the children's happiness in their play, and who must have rejoiced that this excellent form of training the tiny hands and developing the childish brain could have been brought within the reach of these unfortunate little ones.

The kinder orchestra then played a spirited *walzer*, by Miss Katharine I. Fish, in excellent time and tune, and with a full complement of all the bird calls and other childish instruments. The performance, though interesting and pleasing in itself, gained importance in view of what the later years and more extended musical education may build upon this foundation so excellently laid.

Thus the presence of the little kindergarten children on this annual occasion offers an impressive object lesson, proving the value of this early beneficent training as a preparation for the good scholarly work of the older pupils, which was exhibited through their succeeding exercises.

In conclusion, we take this opportunity again to express our sense of gratitude to all the generous friends and supporters of the kindergarten, through whose

kindness of heart and consideration of the unfortunate  
this beneficent work has been made possible.

All which is respectfully submitted by

FRANCIS HENRY APPLETON,  
WALTER CABOT BAYLIES,  
WILLIAM L. BENEDICT,  
WILLIAM ENDICOTT,  
PAUL REVERE FROTHINGHAM,  
CHARLES P. GARDINER,  
N. P. HALLOWELL,  
HERBERT S. JOHNSON,  
GEORGE H. RICHARDS,  
WILLIAM L. RICHARDSON,  
RICHARD M. SALTONSTALL,  
S. LOTHROP THORNDIKE,  
*Trustees.*



## WORK OF THE KINDERGARTEN.

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### *Extracts from the Reports of the Teachers.*

The place of the kindergarten has long been firmly established as a potent agency in the amelioration of the condition of little blind children; but, as a clear and cogent recital of its practical value, we present here a summary of the reports of the teachers engaged in the work of the little school, emphasizing its aims, efforts and results.

### KINDERGARTEN.

The first efforts to penetrate the childish minds must come through the training of the tiny hands in the beloved occupations of the kindergarten, and, through systematic progress from one gift to another, to establish relations between the little pupils and the objects of the world about them. This combines with the games and songs to brighten the path by which the little feet must ascend the road to learning. The teachers speak of their year's work as follows:—

The work of the kindergarten during the past year has shown steady progress and satisfactory results, and the delight of the children, in work and in play, offers a gratifying testimonial to its worth and value.

The aim of all education is liberation, to make the child master of himself, self-reliant, helpful, cheerful and sympathetic; and

the stimulation of these qualities is even more important for the blind child than for the seeing. Knowledge comes through experience, and the experiences of these children are exceedingly limited when they enter the kindergarten.

It is the privilege of the kindergartner to reveal to these sightless little ones the world around them, to bring them into connection with things of life through games, walks, songs, stories and occupations.

#### DEPARTMENT OF PRIMARY STUDIES.

The promotion to literary studies means the successful completion of the kindergarten course and the inauguration of more advanced work. There is now no dalliance along the sunny and flowery paths which have led to this point, but the eager little pupils march steadily forward and upward, proudly keeping step with their more fortunate brothers and sisters who are endowed with sight. The teachers have thus characterized the results of the year's efforts:—

The attendance during the past year has been very regular, and therefore the progress in the classroom has been steady and satisfactory. The course of study has followed closely that adopted in the public schools, and has included arithmetic, reading, writing, language, geography, history, zoölogy and botany. But, aside from the regular lessons in these subjects, every possible effort is expended toward developing the moral nature of the little pupil, as well as training his mental faculties, awakening his intelligent interest in all the forms of life around him and in the natural objects within his grasp, and seeking to inculcate a love for the finest in literature and in the lives of the noblest and best among mankind. The children have responded well to the demands made upon them, and the results of the year's work have met fully all reasonable expectations.

## MUSIC DEPARTMENT.

The work in music affords a welcome change from close application to literary studies, and claims many devotees among these children, who, thorough music-lovers that they are, never begrudge the time, labor and patience which must be expended in acquiring some knowledge of this art and skill in execution. The beginning here made on a firm basis is of inestimable value throughout their later years of musical training. The instructors in music have given the following account of what has been accomplished by their pupils during the past year: —

All the pupils are given an opportunity to study music, and are encouraged to make the most of their ability in this direction, whether they show any special aptitude for it or not. In the kindergarten the children have ear-training, become familiar with the keyboard, perform exercises in rhythm and finger-exercises, and begin to learn the Braille musical notation. On this solid foundation real progress has been made in the study of the pianoforte both in the kindergarten and in the primary department, and seventeen of the children received instruction in playing the violin. The results from this year's efforts have been quite as creditable as those of any corresponding period, if not even more so. The pupils have evinced a deep interest in their work and in the concerts and recitals which it has sometimes been their good fortune to attend, and through which they have become acquainted with the tone quality of the different instruments.

## DEPARTMENT OF MANUAL TRAINING.

It would indeed be an unsymmetrical and one-sided education which was devoted to the cultivation of the mental powers through literary studies alone, without the development of the brain which comes through training the hand. Such instruction is especially beneficial to blind children, whose hands must always be the means of conveying empirical knowledge to their minds. The teachers in this department have thus summarized the achievements of the past year: —

The work in manual training has proceeded along the well-established lines, involving pedagogical principles and calculated to supply the much-needed systematic training for the childish hands. The youngest pupils began with the course in knitting, and many completed articles at the end of the year attested to their skill in this branch. The older girls learned to sew, using different stitches on various materials, from coarse to fine. Pillow-cases made by them and towels neatly hemmed gave evidence of the excellence of their work. Among all the older pupils wood-sloyd played an important part, and every one, even to the least capable, showed some benefit from this work. The original articles planned and executed by some of the boys, such as a whip-stock, flag-staff and foot-rule, offered the most gratifying proof of the value of this method of training the hands.

## ACKNOWLEDGMENTS.

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We record with heartfelt thanks our deep obligation to Dr. E. G. BRACKETT, Dr. E. A. CROCKETT, Dr. A. W. FAIRBANKS, Dr. F. I. PROCTOR and Dr. JAMES STONE for the services which they have so freely and generously given to such of our children as needed their aid. We are exceedingly grateful to them and to the physicians, officers, and employés of the FAULKNER HOSPITAL and the MASSACHUSETTS CHARITABLE EYE AND EAR INFIRMARY, where our little pupils have been received and greatly benefited by the care and attendance given them.

One of our little girls enjoyed a visit of six weeks at the Children's Island Sanitarium in Marblehead, thanks to the kindness of Miss HELEN W. AUBIN and Miss LUCY W. DAVIS.

A welcome contribution of \$25 from Miss MARY CARLETON LARNED, who is a steadfast friend to our little school, has been the means of adding greatly to the comfort and pleasure of the children. Other donations of money, in furtherance of the welfare of our little ones, have been received from the LEND A HAND CLUB of Belmont, Mass., which sent \$5, and from Miss ATWOOD of Somerville, Mrs. JAMES GALVIN of Wakefield and the pupils of DERBY ACADEMY of Hingham.

Mr. and Mrs. LARZ ANDERSON have again given great happiness to the children by entertaining them at Christmas time with a tree and refreshments. These annual occasions are indeed red-letter days to our little pupils, who heartily enjoy the kindness and hospitality thus kindly extended to them.

The joys of the Christmas season were still further enhanced at the kindergarten by the welcome gifts of ice-cream and cake

from Mrs. E. PREBLE MOTLEY and fruit from Mrs. JOHN CHIPMAN GRAY.

These same thoughtful benefactors, Mrs. MOTLEY and Mrs. GRAY, made memorable the Easter season by gifts of fruit and Easter eggs; while a beautiful Easter lily, donated by the HERFORD CLUB of the Arlington Street Church, added greatly to the brightness of the holiday.

The day devoted to St. Valentine was duly celebrated at the kindergarten by means of the pretty valentines which Mrs. LEW C. HILL was so good as to send to every little boy and girl in the several households; while toys, donated by Master EDWIN B. BENEDICT, added gaiety to playtime throughout the year.

Another beloved friend, Mrs. THOMAS MACK, sent a bountiful supply of oranges, which the children enjoyed thoroughly, as they did also the bags of candy sent by the MARGARET SHEPARD CHURCH SOCIETY of the First Congregational Church of Cambridge. Generous gifts of ice-cream and cake from Mrs. GEORGE A. DRAPER on Washington's Birthday, confectionery from Miss ISABEL H. MURRAY, and fruit and vegetables from Mrs. PRESCOTT BIGELOW and the Misses SLOCUM of Jamaica Plain, have also been very thankfully received.

We are indebted to Mrs. MACK also for twenty-four tickets to Mrs. Cheatham-Thompson's morning of songs for children. Dr. JOHN DIXWELL again afforded great pleasure to the members of the kindergarten households through the entertainment provided by means of the "Hospital Music Fund," and the additional treat of flowers for all the children. The kind gift of tickets from Miss HELEN D. ORVIS for a series of concerts and from the BEN GREET COMPANY OF WOODLAND PLAYERS for some of their performances of Shakespeare's plays found grateful and appreciative recipients among the little pupils and those who had them in charge.

The children had a very happy day at the Lakeshore Home in Sharon, through the kindness of the Rev. M. R. DEMING and

other friends. Special cars were provided for the transportation of the little ones and their teachers, and a bountiful lunch was served at the big farm, where the children were able to run about freely and play in the invigorating fresh air amid delightful and novel surroundings.

Welcome additions to the library have been made by our good friends, Miss HARRIET B. HAZELTINE, who gave *The Golden Goose* and *Tommy's Post Office*, and Mr. C. B. R. HAZELTINE, the donor of *Timboo and Joliba* and *Hector, My Dog*. The publishers of the *West Roxbury News* have very kindly sent that paper to the kindergarten throughout the year.

## LIST OF THE CHILDREN.

Abbott, Edna May.  
Ahlgren, Alice L. E.  
Andrews, Hattie M.  
Baker, Mary M.  
Barrabessi, Lucy.  
Bartlett, Priscilla.  
Benoit, Josephine.  
Bickford, Vera E.  
Boland, Annie.  
Brannick, Elizabeth.  
Burnham, Ruth E.  
Carlson, Helen J.  
Chesson, Marion.  
Cody, Rachel.  
Connelly, Elsie M.  
Daicy, Gertrude C.  
Dolan, Grace G.  
Drake, Helena M.  
Driscoll, Margaret.  
Duffy, Nelly.  
Evarson, Elvera J.  
Fisk, Mattie E. L.  
Flynn, Marie E.  
Fullerton, Hattie M.  
Gadbois, Roselma.  
Gagnon, Albertina.  
Galvin, Margaret L.  
Galvin, Rose.  
Goold, Claudia K.  
Gorman, Marie T.  
Gray, Nettie C.

Guild, Bertha H.  
Hamilton, Annie A.  
Holbrook, Carrie F.  
Irwin, Helen M.  
Johnson, Ellen T.  
Kimball, Eleanor.  
Lincoln, Maud E.  
Ljungren, Elizabeth.  
MacPherson, Mary H.  
McGill, Marie.  
Miller, Freda G.  
Miller, Margaret.  
Minahan, Annie E.  
Olsen, Mabel T.  
Pinto, Minnie P.  
Randall, Helen I.  
Ross, Lena.  
Sanders, Olive B.  
Sibley, Marian C.  
Smith, Elena.  
Spencer, Olive E.  
Stevens, Gladys L.  
Terry, Annie B.  
Uhrig, Mary G.  
Wallochstein, Annie.  
Welch, Ellen.  
Wilson, R. Edris.  
Andrews, Thomas.  
Barry, Thomas.  
Brown, Arthur F.  
Brown, A. Stanley.



Brownell, Herbert N.  
Buck, Arthur B.  
Busby, George H.  
Clarke, Jerold P.  
Cloukia, Roy.  
Cobb, Malcolm L.  
Conboy, George A.  
Cowan, John W.  
Cuervo, Adolfo.  
Cushman, Ralph.  
Deane, C. Roland.  
Devine, Joseph P.  
Dexter, Ralph C.  
Dodge, George L.  
Dow, Basil E.  
Duncan, Wilbert.  
Fitzgerald, Cornelius.  
FitzSimmons, Joseph R.  
Hadley, Kenneth G.  
Harris, Clifton W.  
Hart, D. Frank.  
Hawkins, A. Collins.  
Holmberg, Arvid N.  
Hopwood, Clarence A.  
Irish, Clifford H.  
Jacobs, David L.  
Lambert, Frederick A.  
Leach, Avery E.

LeBlanc, I. Médée.  
Lindsey, Perry R. S.  
Macdonald, John F.  
Main, Lewis E.  
McFarlane, Francis P.  
Menasian, Khoren J.  
Moore, Henry A.  
Pearce, Sidney A.  
Riley, Fred O.  
Robertson, David O.  
Rodrigo, Joseph L.  
Salesses, Adrian.  
Salmon, P. Joseph.  
Schöner, Emil.  
Sebastiano, Angelo.  
Sharp, William F.  
Stearns, Allen C.  
Tansey, Frederick.  
Tobin, Paul.  
Tousignant, Arthur.  
Vance, Alvin L.  
Walker, Roger T.  
Wallochstein, Jacob.  
Ward, Frederick.  
Whitcomb, Samuel W.  
Wilcox, Joseph E.  
Williams, Edward.  
Woods, Richard E.

STATEMENT OF WILLIAM ENDICOTT, JR., Treasurer of the KINDERGARTEN FOR THE BLIND, for the Year ending August 31, 1906.

RECEIPTS.		EXPENDITURES.	
Balance on hand September 1, 1905, . . . . .	\$5,809 48	Drafts to director, . . . . .	\$41,000 00
Donations, legacies and miscellaneous, . . . . .	115,736 35	Less unexpended balance, . . . . .	2,333 25
Income from investments, . . . . .	38,840 09	Miscellaneous, . . . . .	\$38,667 75
Proceeds from sale of securities and real estate, . . . . .	41,532 97	Invested, . . . . .	1,000 62
		Balance on hand August 31, 1906, . . . . .	146,728 19
			16,521 98
			\$201,918 49

Boston, October 10, 1906.

Examined and approved.

HENRY ENDICOTT, }  
EDWARD W. GREW, } *Auditors.*

WILLIAM ENDICOTT, JR., Treasurer.



## ANALYSIS OF MAINTENANCE ACCOUNT.

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Meats, fish and vegetables, . . . . .	\$2,519 06
Butter and milk, . . . . .	1,822 01
Bread, flour, meal, etc., . . . . .	712 10
Fruits, fresh and dried, . . . . .	199 35
Sugar, tea and coffee, . . . . .	385 29
Groceries, . . . . .	618 60
Gas and oil, . . . . .	337 34
Coal and wood, . . . . .	2,419 65
Sundry articles of consumption, . . . . .	674 30
Wages, domestic service, . . . . .	5,787 78
Salaries, superintendence and instruction, . . . . .	10,425 12
Medicines and medical sundries, . . . . .	57 31
Furniture and bedding, . . . . .	367 61
Musical supplies, . . . . .	81 16
Manual training supplies, . . . . .	124 63
Stationery, printing, etc., . . . . .	903 96
Construction repairs, . . . . .	777 29
Taxes and insurance, . . . . .	225 00
Sundries, . . . . .	208 77
	<hr/>
	\$28,646 33

The following account exhibits the state of property as entered upon the books of the kindergarten, September 1, 1906:—

	Book Value.	
Building, 288-290 Devonshire street, . . .	\$69,800 00	
Building, 250-252 Purchase street, . . .	76,800 00	
Building, 150-152 Boylston street, . . .	125,000 00	
Building, 379-385 Boylston street, . . .	110,000 00	
Building, 383-385* Centre street, . . .	5,400 00	
Real estate, corner Day and Centre streets, . . .	22,500 00	
Real estate, 72 Wachusett street, Forest Hills (subject to life annuity), . . .	7,600 00	\$417,100 00
<i>Real Estate used by the Kindergarten.</i>		
Real estate used for school purposes, Jamaica Plain, . . . . .		279,000 00
Mortgage notes, . . . . .		25,000 00
<i>Stocks and Bonds.</i>		
30 shares Boston & Providence R.R., . . .	\$9,000 00	
91 shares Boston & Albany R.R., . . .	22,750 00	
30 shares Old Colony R.R., . . .	6,000 00	
25 shares New York, New Haven & Hartford R.R., . . .	5,000 00	
31 shares Boston & Maine R.R., preferred, . . .	5,400 00	
100 shares Boston & Maine R.R., common, . . .	16,500 00	
100 shares West End Street Railway, common, . . .	9,800 00	
68 shares United States Hotel Company, . . .	10,800 00	
100 shares Albany Trust, . . .	10,000 00	
5 shares Calumet & Hecla Mining Company, . . .	2,600 00	
152 shares American Telephone & Telegraph Company, . . .	21,300 00	
4 shares Central Vermont R.R., { \$5,000, Central Vermont R.R., 4s, { . . .	4,400 00	
\$91,000, Northern Pacific & Great Northern R.R. (C., B. & Q.), 4s, . . .	91,000 00	
\$23,000, Chicago, Burlington & Quincy R.R. (Illinois division), 3½s, . . .	20,000 00	
\$6,000, Chicago, Burlington & Quincy R.R. (Denver Extension), 4s, . . .	6,000 00	
\$10,000, New York Central & Hudson River R.R. (Lake Shore), 3½s, . . .	9,500 00	
\$10,000, Atchison, Topeka & Santa Fé R.R., general mortgage 4s, . . .	10,000 00	
\$25,000, Long Island R.R., refunding 4s, . . .	25,000 00	
\$20,000, Lake Shore & Michigan Southern R.R., debenture 4s, . . .	20,000 00	
<i>Amounts carried forward, . . .</i>	\$305,050 00	\$721,100 00

<i>Amounts brought forward,</i>	\$305.050 00	\$721,100 00
\$35,000, New York, New Haven & Hartford R.R., 4s,	35,945 00	
\$5,000, Louisville & Jeffersonville Bridge Company, 4s,	5,000 00	
\$2,000, American Telephone & Telegraph Company, 4s,	1,930 00	
\$50,000, Western Telephone & Telegraph Company, 5s,	50,000 00	
		397,925 00
Cash,		16,521 93
Household furniture, Jamaica Plain,		17,600 00
Provisions and supplies, Jamaica Plain,		800 00
Coal, Jamaica Plain,		1,145 00
<i>Music Department.</i>		
Nineteen pianofortes,	\$3 800 00	
Twenty-one orchestral instruments,	200 00	
		4,000 00
		<b>\$1,159,091 93</b>

*Memorandum.*

The following was received as a legacy and is not included in the above list:—

Land, northeast side of Seaverns avenue, Jamaica Plain.

The foregoing property represents the following funds and balances and is answerable for the same:—

<b>KINDERGARTEN FUNDS.</b>		
<b>Mrs. William Appleton fund,</b>	\$13,000 00	
<b>Nancy Bartlett fund,</b>	500 00	
<b>In memory of William Leonard</b>		
Benedict, Jr.,	1,000 00	
<b>Miss Helen C. Bradlee fund,</b>	140,000 00	
<b>Miss Harriet Otis Cruft fund,</b>	6,000 00	
<b>Mrs. M. Jane Wellington Danforth</b>		
<b>fund,</b>	11,000 00	
<i>Amount carried forward,</i>	<b>\$171,500 00</b>	

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<i>Amount brought forward,</i>	\$171,500 00
Mrs. Helen Atkins Edmands fund, . . .	5,000 00
Mrs. Eugenia F. Farnham fund, . . .	1,015 00
Miss Sarah M. Fay fund, . . .	13,000 00
Albert Glover fund, . . .	1,000 00
In memoriam A. A. C., . . .	500 00
Moses Kimball fund, . . .	1,000 00
Mrs. Emeline Morse Lane fund, . . .	500 00
Mrs. Annie B. Matthews fund, . . .	13,000 00
Miss Jeannie Warren Paine fund, . . .	1,000 00
George F. Parkman fund, . . .	3,500 00
Mrs. Warren B. Potter fund, . . .	30,000 00
John M. Rodocanachi fund, . . .	1,250 00
Mrs. Benjamin S. Rotch fund, . . .	8,500 00
Memorial to Frank Davison Rust, . . .	5,000 00
Mary Lowell Stone fund, . . .	1,500 00
Mrs. Harriet Taber fund, . . .	622 81
Transcript ten dollar fund, . . .	5,666 95
Mrs. George W. Wales fund, . . .	10,000 00
In memory of Ralph Watson, . . .	237 92

## LEGACIES:—

Mrs. Harriet T. Andrew, . . .	5,000 00
Mrs. William Appleton, . . .	5,000 00
Mrs. Eleanor J. W. Baker, . . .	2,500 00
Mrs. Ellen M. Baker, . . .	13,040 65
Miss Mary D. Balfour, . . .	100 00
Sidney Bartlett, . . .	10,000 00
Thompson Baxter, . . .	322 50
Robert C. Billings, . . .	10,000 00
Samuel A. Borden, . . .	4,675 00
Mrs. Sarah Bradford, . . .	100 00
Miss Harriet Tilden Browne, . . .	2,000 00
John W. Carter, . . .	500 00
Mrs. Adaline M. Chapin, . . .	400 00
Benjamin P. Cheney, . . .	5,000 00

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*Amount carried forward,* . . . \$332,430 83

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<i>Amount brought forward,</i>	.	.	.	\$332,430 83
Mrs. Helen G. Coburn, . . .	.	.	.	9,963 20
Charles H. Colburn, . . .	.	.	.	1,000 00
Miss Sarah Silver Cox, . . .	.	.	.	5,000 00
Miss Susan T. Crosby, . . .	.	.	.	100 00
Miss Caroline T. Downes, . . .	.	.	.	12,950 00
George E. Downes, . . .	.	.	.	8,000 00
Mrs. Lucy A. Dwight, . . .	.	.	.	4,000 00
Mary B. Emmons, . . .	.	.	.	1,000 00
Miss Mary Eveleth, . . .	.	.	.	1,000 00
Mrs. Susan W. Farwell, . . .	.	.	.	500 00
John Foster, . . .	.	.	.	5,000 00
Mrs. Elizabeth W. Gay, . . .	.	.	.	7,981 00
Mrs. Ellen M. Gifford, . . .	.	.	.	5,000 00
Joseph B. Glover, . . .	.	.	.	5,000 00
Miss Matilda Goddard, . . .	.	.	.	800 00
Mrs. Mary L. Greenleaf, . . .	.	.	.	5,157 75
Mrs. Josephine S. Hall, . . .	.	.	.	3,000 00
Mrs. Olive E. Hayden, . . .	.	.	.	4,622 45
Mrs. Jane H. Hodge, . . .	.	.	.	800 00
Mrs. Margaret A. Holden, . . .	.	.	.	2,360 67
Miss Ellen M. Jones, . . .	.	.	.	500 00
Mrs. Ann E. Lambert, . . .	.	.	.	700 00
Elisha T. Loring, . . .	.	.	.	5,000 00
Augustus D. Manson, . . .	.	.	.	8,184 00
Miss Sarah L. Marsh, . . .	.	.	.	1,000 00
Miss Rebecca S. Melvin, . . .	.	.	.	23,545 55
Mrs. Mary Abbie Newell, . . .	.	.	.	500 00
Miss Anna R. Palfrey, . . .	.	.	.	50 00
Miss Helen M. Parsons, . . .	.	.	.	500 00
Mrs. Richard Perkins, . . .	.	.	.	10,000 00
Edward D. Peters, . . .	.	.	.	500 00
Mrs. Mary J. Phipps, . . .	.	.	.	2,000 00
Mrs. Caroline S. Pickman, . . .	.	.	.	1,000 00
Mrs. Helen A. Porter, . . .	.	.	.	50 00
Francis S. Pratt, . . .	.	.	.	100 00
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<i>Amount carried forward,</i>	.	.	.	\$463,195 45

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<i>Amount brought forward,</i>		\$468,195 45
<b>Mrs. Mary S. C. Reed,</b>		5,000 00
<b>Mrs. Jane Roberts,</b>		85,625 55
<b>Miss Dorothy Roffe,</b>		500 00
<b>Miss Rhoda Rogers,</b>		500 00
<b>Miss Edith Rotch,</b>		10,000 00
<b>Miss Rebecca Salisbury,</b>		200 00
<b>Joseph Scholfield,</b>		3,000 00
<b>Mrs. Eliza B. Seymour,</b>		5,000 00
<b>Benjamin Sweetzer,</b>		2,000 00
<b>Miss Sarah W. Taber,</b>		1,000 00
<b>Mrs. Cornelia V. R. Thayer,</b>		10,000 00
<b>Mrs. Delia D. Thorndike,</b>		5,000 00
<b>Mrs. Elizabeth L. Tilton,</b>		300 00
<b>Mrs. Betsey B. Tolman,</b>		500 00
<b>Mrs. Mary B. Turner,</b>		7,582 90
<b>Royal W. Turner,</b>		24,082 00
<b>Miss Rebecca P. Wainwright,</b>		1,000 00
<b>George W. Wales,</b>		5,000 00
<b>Mrs. Charles E. Ware,</b>		4,000 00
<b>Mrs. Jennie A. (Shaw) Waterhouse,</b>		565 84
<b>Mary H. Watson,</b>		100 00
<b>Mrs. Julia A. Whitney,</b>		100 00
<b>Miss Betsey S. Wilder,</b>		500 00
<b>Miss Mary W. Wiley,</b>		150 00
<b>Miss Mary Williams,</b>		5,000 00
<b>Almira F. Winslow,</b>		806 80
<b>Funds from other donations,</b>		199,816 46
		<hr/>
		\$840,025 00
<b>Cash,</b>		16,521 93
<b>Land, buildings and personal property in use of the kindergarten, Jamaica Plain,</b>		302,545 00
		<hr/>
		\$1,159,091 93

## KINDERGARTEN ENDOWMENT FUND.

## LIST OF CONTRIBUTORS

*From August 31, 1905, to September 1, 1906.*


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All Souls Sunday-school of Roxbury, . . .	\$25 00
Anderson, Mrs. Larz, . . . . .	100 00
Archer, Miss E. A., . . . . .	1 00
Bacon, Mrs. F. E., . . . . .	15 00
Berthold, Mrs. Selma E., Cambridge, . . .	1 00
Bissell, H., West Medford, . . . . .	15 00
Borland, M. W., . . . . .	10 00
Brett, Miss Anna K., . . . . .	10 00
Brewster, Miss Sarah C., . . . . .	5 00
Bryant, Mrs. Annie B. Matthews, . . . .	20 00
Bullard, Miss Katherine, . . . . .	20 00
Crafts, Mrs. James M., . . . . .	30 00
Draper, Mrs. George A., . . . . .	50 00
Duncan, Mrs. S. W., . . . . .	3 00
Eaton, Miss Mary E., Newton Centre, . . .	25 00
Fairbanks, Miss Caroline L., . . . . .	10 00
Farnham, The Misses, . . . . .	5 00
Friend H. H. F., . . . . .	100 00
Hammond, Miss Ellen, . . . . .	5 00
Harris, Herbert, Portland, Maine, . . . .	10 00
Hazeltine, Charles B. R., . . . . .	10 00
Hemenway, Miss Clara, . . . . .	100 00
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<i>Amount carried forward, . . . . .</i>	<i>\$570 00</i>

<i>Amount brought forward,</i>	\$570 00
Hodgdon, Mrs. Susan M.,	5 00
In memory of Miss Alice M. C. Matthews,	100 00
Inslee, Miss Mary C.,	5 00
Jackson, Mrs. Mary J.,	8 00
Kendall, Miss H. W.,	50 00
Larned, Charles,	100 00
Lombard, The Misses,	10 00
Metcalf, Mrs. Rosa C.,	1,000 00
Moors, J. B.,	5 00
Morse, Mrs. Leopold,	50 00
Motley, Mrs. E. Preble,	25 00
Moulton, Mrs. Louise Chandler,	25 00
Nichols, Miss Sarah H.,	10 00
Noyes, Mr. and Mrs. J. B.,	5 00
Peabody, The Misses, Cambridge,	50 00
Pratt, R. M.,	25 00
Primary Department of the First Congregational Church Sunday-school, Cambridge,	10 00
Primary Department of the Union Congregational Church Sunday-school of Weymouth and Brain- tree,	15 00
Proceeds of entertainment given by the pupils of Perkins Institution, February 22d, 1906,	46 50
Raymond, Fairfield Eager,	5 00
Sampson, Mrs. C. P.,	5 00
Schmidt, Arthur P.,	10 00
Seabury, The Misses, New Bedford,	25 00
Smith, Ellen V.,	5 00
Social Club of West Newton (Barbara C. Lamson, Marion Marvin, Marjorie Marvin, Barbara Mat- lack, Ada H. Whitmore, Ethel P. Woods),	60 00
<i>Amount carried forward,</i>	\$2,224 50

<i>Amount brought forward,</i>	\$2,224 50
Sohier, The Misses,	50 00
Sunday-school of the Arlington Street Church, Boston,	10 00
Sunday-school of the First Church, Boston,	94 27
Sunday-school of the Second Church, Dorchester,	10 00
Van Nostrand, Mrs. Alonzo G.,	5 00
Walnut Avenue Y. P. S. C. E., Roxbury,	3 00
Warner, Robert L.,	5 00
Whitehead, Miss Mary, Dorchester,	10 00
Williams, Ralph B.,	25 00
Wood, Mrs. Ellen A.,	20 00
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	\$2,456 77

## CONTRIBUTIONS FOR CURRENT EXPENSES.

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Annual subscriptions through the Ladies' Auxiliary Society, Miss S. E. Lane, treasurer, . . . .	\$4,970 00
Cambridge Branch, through Miss Elizabeth G. Nor- ton, treasurer, . . . . .	543 00
Dorchester Branch, through Mrs. J. Henry Bean, treasurer, . . . . .	124 00
Lynn Branch, through Mr. L. K. Blood, . . .	189 00
Milton Branch, through Mrs. William Wood, treas- urer, . . . . .	199 00
Worcester Branch, through Mrs. Edith Norcross Morgan, treasurer, . . . . .	147 00
	<hr/> \$6,172 00

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*All contributors to the fund are respectfully requested to peruse the above list, and to report either to WILLIAM ENDICOTT, JR., Treasurer, No. 115 Devonshire street, Boston, or to the Acting Director, South Boston, any omissions or inaccuracies which they may find in it.*

WILLIAM ENDICOTT, JR., *Treasurer.*

No. 115 DEVONSHIRE STREET, BOSTON.

## DONATIONS THROUGH THE LADIES' AUXILIARY.

---

A friend, Brookline, . . . . .	\$2 50
Amsden, Mrs. Mary A., Roxbury, . . . . .	1 00
Annie L. F., . . . . .	5 00
Anonymous, . . . . .	1 00
Anonymous, . . . . .	1 00
Anonymous, . . . . .	2 00
Bailey, Miss Elizabeth H., Peterboro, N. H., . . . . .	5 00
Ballard, Miss Elizabeth, . . . . .	5 00
Barstow, Mrs. Grace P., Providence, R. I., . . . . .	2 00
Bartlett, The Misses, Roxbury, . . . . .	5 00
Baylies, Mrs. Walter C., . . . . .	15 00
Bemis, Mr. J. M., . . . . .	10 00
Bigelow, Miss Mary A., . . . . .	10 00
Blake, Mrs. Arthur W., Brookline, . . . . .	10 00
Bowditch, Mr. William I., . . . . .	5 00
Bowers, Mrs. Henry E., . . . . .	5 00
Bramhall, Miss Elizabeth S., . . . . .	3 00
Bryant, Mrs. John D., . . . . .	2 00
Cabot, Mrs. Joseph S., . . . . .	5 00
Cary, Miss G. S., . . . . .	9 00
Children of Miss Jennie L. Baker's Sunday-school	
class, Williamsburg, . . . . .	1 00
Cochran, Mrs. A. F., . . . . .	5 00
Collar, Mr. William C., Roxbury, . . . . .	2 00
<i>Amount carried forward, . . . . .</i>	<b>\$111 50</b>

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<i>Amount brought forward,</i>	\$111 50
Cotting, Mrs. C. E.,	5 00
Crane, Mrs. Z. Marshal, Dalton,	50 00
Crocker, Mrs. Uriel H.,	10 00
Cummings, Miss, Jamaica Plain,	5 00
Curtis, Mrs. Charles P., Jr.,	10 00
Dabney, Mr. Lewis S.,	25 00
Dabney, Miss Roxana L., Santa Barbara, Cal.,	3 00
Dana, Mr. Frank, Worcester,	5 00
Dana, Mrs. James, Brookline,	3 00
Devlin, Mr. John E.,	25 00
DuBois, Mrs. L. G.,	15 00
Ernst, Mrs. H. C., Jamaica Plain,	5 00
Eustis, Mr. W. Tracy, Brookline,	2 00
Evans, Mrs. Glendower,	10 00
"Every little helps,"	1 00
Fay, Mr. Joseph S., Jr.,	25 00
For the little blind girls,	1 00
Fottler, Mrs. Jacob,	2 00
French, Miss Cornelia A.,	25 00
Gardner, Mr. George A.,	50 00
Gooding, Mrs. T. P.,	3 00
Goulding, Mrs. L. R.,	5 00
Gray, Mrs. John Chipman,	30 00
Green, Mr. Charles G., Cambridge,	10 00
Guild, Miss Harriet J.,	5 00
Hall, Miss Laura E.,	5 00
Hallowell, Miss Henrietta T., Milton,	1 00
Hill, Mrs. Lew C.,	5 00
Howe, The Misses, Brookline,	10 00
Hyneman, Mrs. Louis, Brookline,	2 00
<i>Amount carried forward,</i>	\$464 50

<i>Amount brought forward,</i>	\$464 50
Junior Lend-a-Hand Club, Belmont, Mary L. Wellington, treasurer, through Miss Lucretia T. Blanchard,	5 00
Keep, Mrs. F. E., Brookline,	2 00
Kimball, The Misses, Longwood,	25 00
King, Mrs. George P.,	5 00
Lang, Mrs. B. J.,	5 00
Leavitt, Mr. Frank M., Roxbury,	5 00
Lincoln, Mr. A. L., Brookline,	5 00
Loring, Mrs. Augustus P.,	10 00
Lowell, Mrs. George G.,	20 00
Monks, Mrs. George H.,	20 00
Morrill, Miss Fanny E.,	100 00
Moseley, Miss Ellen F.,	5 00
Nickerson, Mr. Andrew,	10 00
Perry, Mrs. Charles F.,	2 00
Perry, Mrs. Mary E.,	50 00
Peters, Mrs. Francis A.,	5 00
Pierce, Miss K. C.,	5 00
Porter, Mrs. Alex S., Jr.,	5 00
Potter, Mrs. William H., Brookline,	3 00
Putnam, Mrs. James J.,	5 00
Rogers, Mrs. William B.,	3 00
Robbins, Miss Agnes Frances, Brookline,	20 00
S., Mrs.,	100 00
S. E. A.,	1 00
Sever, Miss Emily,	5 00
Sherwin, Mr. Edward,	10 00
Shonk, Mrs. George W.,	5 00
Souther, Mrs. J. K.,	5 00
<i>Amount carried forward,</i>	\$905 50



<i>Amount brought forward,</i>	. . . . .	\$905 50
Spaulding, Mrs. Mahlon D.,	. . . . .	100 00
Sprague, Dr. Francis P.,	. . . . .	10 00
Stevens, Miss Alice B., Brookline, .	. . . . .	5 00
Stevens, Mrs. H. H.,	. . . . .	5 00
Swift, Mrs. Florence A.,	. . . . .	20 00
Tapley, Mrs. Anna S.,	. . . . .	10 00
Thayer, Mr. Byron T.,	. . . . .	5 00
Thayer, Mrs. Ezra Ripley,	. . . . .	5 00
Tilden, Mrs. E. F., Dorchester,	. . . . .	1 00
Tilton, Mrs. Joseph B.,	. . . . .	5 00
Tucker, Mrs. William A.,	. . . . .	3 00
Turner, Miss Esther Parkman, Brookline,	. . . . .	2 00
Ward, The Misses, .	. . . . .	10 00
Ware, Mrs. Charles P., Brookline, .	. . . . .	1 00
Ware, Miss Mary Lee, .	. . . . .	25 00
Watson, Miss Abby L., Roxbury, .	. . . . .	2 00
Watson, Mrs. Thomas A., Weymouth, .	. . . . .	5 00
Wesson, Miss Isabel, .	. . . . .	5 00
Whitman, Mr. James H., Charlestown, .	. . . . .	10 00
Whitman, Mrs. James H., Charlestown, .	. . . . .	10 00
Whitney, Miss Kate A.,	. . . . .	5 00
Whitney, Miss Mary, .	. . . . .	2 00
Willson, Miss Lucy B., Salem, .	. . . . .	5 00
Windram, Mrs. Westwood T.,	. . . . .	10 00
Winthrop, Mrs. T. Lindall, .	. . . . .	25 00
Wood, Mrs. R. W., Jamaica Plain (since died), .	. . . . .	5 00
Woodman, Mr. Stephen F., Jamaica Plain, .	. . . . .	5 00

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 \$1,201 50

## ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Society, Miss S. E. LANE, Treasurer.

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Abbott, Miss A. F., Brookline, . . . .	\$5 00
Abbott, Miss G. E., Brookline, . . . .	1 00
Abbott, Mrs. J., . . . .	5 00
Abbott, Mrs. P. W., . . . .	10 00
Abel, Mrs. S. C., Brookline, . . . .	1 00
Adams, Mrs. Charles H., Jamaica Plain, . .	5 00
Adams, Mr. George, Roxbury, . . . .	1 00
Alden, Mrs. C. H., Longwood, . . . .	5 00
Alford, Mrs. O. H., . . . .	5 00
Allen, Mrs. F. R., . . . .	5 00
Allen, Mrs. Thomas, . . . .	5 00
Allen, Mrs. W. H., . . . .	5 00
Alley, Mrs. George R., Brookline, . . . .	1 00
Ames, Rev. Charles Gordon, . . . .	10 00
Ames, Miss Mary S., . . . .	50 00
Amory, Mrs. Charles W., . . . .	100 00
Amory, Mrs. William, . . . .	5 00
Anderson, Miss Anna F., Lowell, . . . .	2 00
Anderson, Mrs. J. F., . . . .	10 00
Anthony, Mrs. S. Reed, . . . .	5 00
Appleton, Miss Fanny C., . . . .	2 00
Appleton, Mrs. Samuel, . . . .	5 00
Atkins, Mrs. Edwin F., Belmont, . . . .	5 00
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<i>Amount carried forward,</i> . . . .	\$248 00

<i>Amount brought forward,</i>	\$248 00
Atkinson, Mrs. Edward, Brookline,	10 00
Ayer, Mrs. James B.,	5 00
Bacon, Miss Ellen S., Jamaica Plain,	10 00
Bacon, Miss Mary P., Chestnut Hill,	5 00
Badger, Mrs. Wallis B., Brookline,	2 00
Baer, Mrs. Louis,	5 00
Bailey, Mrs. Hollis R., Cambridge,	2 00
Balch, Miss Elizabeth A.,	2 00
Balch, Mrs. F. G.,	5 00
Baldwin, Mr. E. L.,	2 00
Baldwin, Mrs. J. C. T., Brookline,	3 00
Ballard, Mrs. Vincent, Brookline,	1 00
Bangs, Mrs. F. R.,	10 00
Barnard, Mrs. Mary C. E., Dorchester,	2 00
Bartlett, Miss Mary H.,	5 00
Bartol, Miss Elizabeth H.,	10 00
Bartol, Mrs. John W.,	5 00
Bass, Mrs. Emma M., Newtonville,	10 00
Basto, Mrs. Mary A., Roxbury,	3 00
Batcheller, Mrs. A. H.,	10 00
Batcheller, Mr. Robert,	2 00
Bates, Mrs. I. Chapman,	3 00
Bates, Messrs. W. and S. W.,	2 00
Batt, Mrs. C. R., Newton,	5 00
Beal, Mrs. Boylston A.,	10 00
Beebe, Mrs. J. Arthur,	25 00
Bemis, Mrs. John W.,	2 00
Berlin, Dr. Fanny,	1 00
Berwin, Mrs. Jacob,	5 00
Bigelow, Mrs. G. T.,	5 00
<i>Amount carried forward,</i>	\$415 00

<i>Amount brought forward,</i>	\$415 00
Bigelow, Mrs. Henry M., Brookline,	3 00
Bigelow, Mrs. Prescott, Brookline,	10 00
Billings, Mrs. J. B., Jamaica Plain,	2 00
Blacker, Miss Eliza F., Allston,	10 00
Blackmar, Mrs. W. W.,	5 00
Blake, Mrs. Charles,	5 00
Blake, Mrs. S. Parkman,	5 00
Blake, Mrs. T. D., Brookline,	5 00
Blake, Mr. William P.,	5 00
Bliss, Mrs. L. C., Brookline,	2 00
Boardman, Mrs. Alice L.,	2 00
Boardman, Miss E. D.,	2 00
Boland, Dr. E. S.,	5 00
Bolster, Mrs. Wilfred, Roxbury,	1 00
Bond, Mrs. Charles H.,	10 00
Boody, Mr. J. H., Brookline,	5 00
Borland, Mr. M. W.,	10 00
Bowditch, Mrs. Alfred,	5 00
Bowditch, Dr. Henry P., Jamaica Plain,	2 00
Bowditch, Dr. Vincent Y.,	2 00
Bradford, Mrs. C. F.,	10 00
Bradford, Mrs. Charlotte T., Brookline,	10 00
Bradford, Miss Sarah H.,	2 00
Bremer, Mrs. J. L.,	10 00
Brewer, Mrs. D. C.,	2 00
Brewer, Mr. Edward M.,	5 00
Brewer, Miss Lucy S.,	10 00
Bridge, Mrs. J. G.,	2 00
Brooks, Mr. George, Brookline,	2 00
Brown, Mrs. Atherton T.,	10 00
<i>Amount carried forward,</i>	\$574 00

<i>Amount brought forward,</i>	\$574 00
Brown, Miss Augusta M.,	5 00
Brown, Mr. C. H. C., Brookline,	10 00
Brown, Miss Elizabeth B.,	5 00
Brown, Mrs. Samuel N.,	5 00
Bruerton, Mrs. James, Malden,	10 00
Bryant, Mrs. John D.,	3 00
Bullard, Mr. Stephen,	10 00
Bullard, Mrs. William S.,	10 00
Bullens, Miss Charlotte L., Newton,	1 00
Bumstead, Mrs. Freeman J., Cambridge (since died),	10 00
Bunker, Mr. Alfred, Roxbury,	2 00
Burnett, Mrs. Joseph,	5 00
Burnham, Mrs. Henry D.,	5 00
Burnham, Mrs. John A.,	5 00
Burr, Mrs. Allston, Chestnut Hill,	5 00
Burr, Mrs. C. C., Newton Centre,	10 00
Burr, Mrs. I. Tucker, Jr., Readville,	10 00
Butler, Mrs. Charles S.,	2 00
Cabot, Dr. A. T.,	5 00
Cabot, Mrs. Walter C., Brookline,	25 00
Cabot, Mr. John H., Brookline,	5 00
Calkins, Miss Mary W., Wellesley,	3 00
Carr, Mrs. Samuel,	10 00
Carter, Mrs. George E., Brookline,	5 00
Carter, Mrs. John W., West Newton,	5 00
Carter, Miss M. Elizabeth,	20 00
Cary, Miss Ellen G.,	20 00
Cary, Miss Georgiana S.,	1 00
Caryl, Miss Harriet E.,	2 00
<i>Amount carried forward,.</i>	\$788 00

<i>Amount brought forward,</i>	\$788 00
Case, Mrs. James B.,	5 00
Cate, Mr. Martin L., Roxbury,	2 00
Cate, Mrs. Martin L., Roxbury,	10 00
Chamberlain, Mrs. M. L.,	5 00
Chandler, Mrs. Frank W.,	5 00
Channing, Mrs. Walter, Brookline,	5 00
Chapin, Mrs. Henry B., Jamaica Plain,	10 00
Chapman, Miss E. D., Cambridge,	1 00
Chapman, Miss J. E. C., Cambridge,	2 00
Chase, Dr. H. Lincoln, Brookline,	2 00
Chase, Mrs. Susan R., Brookline,	1 00
Cheney, Mrs. Arthur,	10 00
Cheney, Mr. C. W., Brookline,	10 00
Chick, Mrs. I. W.,	2 00
Choate, Mr. Charles F.,	10 00
Clapp, Miss Antoinette, Wellesley Hills,	2 00
Clapp, Dr. H. C.,	2 00
Clapp, Miss Helen, Charlestown, N. H.,	3 00
Clark, Mr. B. Preston, in memory of Mrs. B. C.	
Clark,	5 00
Clark, Mrs. Frederick S.,	10 00
Clark, Mrs. J. J.,	2 00
Clark, Mrs. John T., Jamaica Plain,	10 00
Clark, Miss Sarah W., Beverly,	10 00
Clarke, Mrs. Albert,	2 00
Clement, Mrs. Hazen,	5 00
Clerk, Mrs. W. F., Roxbury,	3 00
Cobb, Miss Clara B., Quincy,	1 00
Cobb, Mrs. Charles K.,	5 00
Cobb, Mrs. John E., Brookline,	2 00
<i>Amount carried forward,</i>	\$930 00

<i>Amount brought forward,</i>	\$930 00
Cochrane, Mrs. Alex,	5 00
Codman, Miss,	5 00
Codman, Mrs. Charles R.,	10 00
Coffin, Mrs. George R., Brookline,	2 00
Collamore, Miss,	5 00
Comer, Mrs. Joseph, Brookline,	1 00
Conant, Mrs. Nathaniel, Brookline,	1 00
Conant, Mrs. William M.,	2 00
Conrad, Mrs. David, Brookline,	2 00
Converse, Mrs. C. C.,	10 00
Coolidge, Mrs. Algernon,	5 00
Coolidge, Mrs. Francis L.,	1 00
Coolidge, Mrs. J. Randolph,	10 00
Coolidge, Mr. John T.,	10 00
Coolidge, Mrs. Penelope F., Roxbury,	1 00
Corey, Mrs. H. D., Newton,	2 00
Cotton, Miss Elizabeth A., Longwood,	10 00
Covel, Mrs. A. S.,	5 00
Cowing, Mrs. Martha W., Brookline,	25 00
Cox, Mrs. William E., Chestnut Hill,	10 00
Craig, Mrs. D. R.,	5 00
Craigin, Dr. G. A.,	5 00
Crane, Mrs. Aaron M.,	5 00
Crane, Mr. Zenas, Dalton,	50 00
Crehore, Mrs. G. C.,	5 00
Crocker, Miss Sarah H.,	5 00
Crosby, Mrs. S. V. R.,	10 00
Cummings, Miss Gertrude, Jamaica Plain,	5 00
Cummings, Mrs. John W., Brookline,	2 00
Cummings, Mrs. Charles A.,	5 00
<i>Amount carried forward,</i>	\$1,149 00

<i>Amount brought forward,</i>	\$1,149 00
Cumston, Mrs. J. S.,	1 00
Currier, Mr. J. Frank, Roxbury,	10 00
Curtis, The Misses, Brookline,	2 00
Curtis, Mrs. Charles P.,	20 00
Curtis, Mr. George W., Roxbury,	5 00
Curtis, Mrs. H. G.,	5 00
Curtis, Mrs. J. F.,	5 00
Curtis, Mrs. Mary S., Brookline,	2 00
Curtis, Mr. William O., Roxbury,	5 00
Cushing, Mrs. H. W.,	5 00
Cushing, Miss Sarah P.,	5 00
Cutler, Mrs. Charles F.,	1 00
Cutler, Mrs. E. G.,	2 00
Cutler, Mrs. George C., Brookline,	2 00
Cutter, Mr. Edward L., Dorchester,	1 00
Cutter, Mrs. Ellen M., Brookline,	1 00
Cutter, Mrs. Frank W., Dorchester,	1 00
Dale, Mrs. Eben,	5 00
Damon, Mrs. J. L., Jr., Longwood,	2 00
Dana, Mrs. George N.,	5 00
Dana, Mr. Samuel B.,	10 00
Dane, Mrs. E. S., Longwood,	5 00
Dane, Mrs. Francis,	5 00
Daniels, Mrs. Edwin A.,	1 00
Davis, Mrs. Edward L.,	5 00
Davis, Mrs. Simon,	3 00
Day, Mrs. Lewis, Norwood,	2 00
DeLong, Mrs. E. R.,	1 00
Dennison, Mrs. E. W.,	5 00
Denny, Mrs. Arthur B., Chestnut Hill,	5 00
<i>Amount carried forward,</i>	\$1,276 00



<i>Amount brought forward,</i>	\$1,276 00
Denny, Mrs. H. M.,	1 00
Denny, Mrs. W. C., Washington, D. C.,	2 00
Derby, Mrs. Hasket,	5 00
Dickman, Mrs. George,	10 00
Dixon, Mrs. L. S.,	2 00
Doliber, Mrs. Thomas, Brookline,	5 00
Dreyfus, Mrs. Carl, in memory of Hettie Lang Shuman,	5 00
Driscoll, Mrs. Dennis, Brookline,	2 00
Drost, Mrs. C. A.,	2 00
Drummond, Mrs. James,	5 00
Dunbar, Mrs. James R., Brookline,	5 00
Dwight, Mrs. Thomas,	1 00
Eager, Mrs. Elizabeth C.,	5 00
Edgar, Mrs. C. L., Longwood,	5 00
Edmands, Mr. H. H. W., Roxbury,	2 00
Edmands, Mrs. M. G., Chestnut Hill,	10 00
Edwards, Miss Hannah M.,	10 00
Edwards, Mr. John C., Brookline,	10 00
Eliot, Mrs. Amory,	2 00
Eliot, Mrs. W. R.,	5 00
Ellis, Mrs. Caleb,	1 00
Elms, Mrs. Edward C., Newton,	2 00
Elms, Miss Florence G., Newton,	1 00
Elms, Mrs. James C., Newton,	1 00
Ely, Mrs. Harriet E.,	5 00
Emerson, Miss Elizabeth, Brookline,	1 00
Emerson, Mrs. Harriet M.,	3 00
Emery, Mrs. Edwin P., Brookline,	1 00
Emery, Mrs. Mark, North Anson, Me.,	1 00
<i>Amount carried forward,</i>	\$1,386 00

<i>Amount brought forward,</i>	\$1,386 00
Emmons, Mrs. R. W., 2d,	20 00
Endicott, Mrs. Henry,	5 00
Endicott, Mrs. William C.,	5 00
Ernst, Mrs. C. W.,	2 00
Estabrook, Mrs. Arthur F.,	5 00
Estabrook, Mrs. George W.,	1 00
Eustis, Mrs. Herbert H., Brookline,	10 00
Eustis, Mrs. Henry L., Brookline,	5 00
Evans, Mrs. Charles,	2 00
Everett, Miss Caroline F., Roxbury,	2 00
Ewing, Mrs. C. A. E., Brookline,	1 00
Fabyan, Mrs. Francis Wright,	5 00
Fairbairn, Mrs. R. B.,	2 00
Fairbanks, Mrs. C. F., Milton,	5 00
Farmer, Mr. L. G.,	1 00
Farnsworth, Mrs. Edward M., Sr., Brookline,	2 00
Faulkner, Miss Fannie M.,	15 00
Fay, Mrs. Dudley B.,	10 00
Fay, Miss Sarah B.,	10 00
Fay, Miss Sarah M.,	10 00
Ferguson, Mrs. Robert,	5 00
Fernald, Miss G. H.,	1 00
Ferrin, Mrs. M. T. B., Newton,	5 00
Field, Mrs. D. W., Brockton,	5 00
Fisk, Mr. Lyman B., Cambridge,	10 00
Fiske, Mrs. Joseph N.,	5 00
Fitch, Miss Carrie T.,	10 00
Fitz. Mrs. Walter Scott,	25 00
Flagg, Mrs. Augustus,	6 00
Flint, Mrs. Caroline E., Brookline,	5 00
<i>Amount carried forward,</i>	\$1,581 00

<i>Amount brought forward,</i>	\$1,581 00
Flint, Mrs. D. B.,	2 00
Flood, Mrs. Hugh, Brookline,	2 00
Forbes, Mrs. W. H.,	3 00
Foss, Mrs. Eugene N., Jamaica Plain,	10 00
Foster, Mrs. Anna S., Chestnut Hill,	2 00
Frank, Mrs. Daniel,	2 00
Freeman, Mrs. Louisa A.,	2 00
French, Mrs. E. A.,	5 00
French, Mrs. John J.,	5 00
French, Mr. Wilfred A., Roxbury,	5 00
Friedman, Mrs. Max, Roxbury,	5 00
Friedman, Mrs. S., Roxbury,	5 00
Frothingham, Mrs. Lucy F.,	2 00
Frothingham, Mrs. Langdon,	5 00
Fry, Mrs. Charles (since died),	10 00
Fuller, Mrs. R. B.,	5 00
Gardner, Mrs. John L.,	5 00
Gaston, Miss,	5 00
Gay, Mrs. Albert, Brookline,	1 00
Gay, Dr. Warren F.,	5 00
Gilbert, Mr. Joseph T.,	2 00
Gill, Mr. Abbott D., Roxbury,	2 00
Gill, Mrs. George F.,	1 00
Gillett, Mr. S. Lewis, Roxbury,	3 00
Gilmore, Mrs. K. M.,	5 00
Gleason, Mrs. Cora L.,	1 00
Goldthwait, Mrs. Joel,	2 00
Goodhue, Mrs. George H., Chestnut Hill,	1 00
Gorham, Mrs. W. H.,	5 00
Gowing, Mrs. Henry A., Brookline,	2 00
<i>Amount carried forward,</i>	\$1,691 00

<i>Amount brought forward,</i>	\$1,691 00
Grandgent, Prof. Charles H., Cambridge,	5 00
Grandgent, Mrs. Lucy L., Cambridge,	5 00
Grant, Mrs. Robert,	5 00
Graves, Mrs. J. L.,	5 00
Gray, Mrs. John Chipman,	20 00
Gray, Mrs. Morris, Chestnut Hill,	5 00
Gray, Mrs. Reginald, Chestnut Hill,	5 00
Greeley, Mrs. R. F.,	5 00
Greene, Mrs. J. S. Copley,	2 00
Greenleaf, Mrs. Lyman B.,	5 00
Greenough, Mrs. A. A., Jamaica Plain,	5 00
Greenough, Mrs. Charles P., Longwood,	2 00
Grew, Mrs. H. S.,	10 00
Griggs, Mr. B. F., Roxbury,	1 00
Griggs, Mrs. Thomas B.,	1 00
Guild, Mr. Frederic,	3 00
Gunsenhiser, Mrs. A., Brookline,	5 00
Hall, Mrs. Anthony Dennis,	2 00
Hall, Mrs. Eliza J.,	2 00
Hall, Miss Fanny,	1 00
Hall, Mrs. Solomon, Dorchester,	10 00
Hall, Mr. William F., Brookline (since died),	5 00
Harding, Mrs. Edgar,	10 00
Hardy, Mrs. A. H.,	3 00
Harrington, Mrs. F. B.,	5 00
Harrington, Dr. Harriet L., Dorchester,	2 00
Harris, Miss Frances K., Jamaica Plain,	2 00
Hart, Mrs. Thomas N.,	2 00
Hartley, Mrs. Harry, Brookline,	10 00
Harwood, Mrs. George S., Newton,	5 00
<i>Amount carried forward,</i>	\$1,839 00

<i>Amount brought forward,</i>	\$1,839 00
Hatch, Mrs. Jennie B., Reading,	5 00
Haven, Mrs. Franklin,	5 00
Hayden, Mrs. Charles R.,	5 00
Hayes, Mrs. S. Dana,	5 00
Hayward, Mrs. G. G.,	10 00
Head, Mrs. Charles,	25 00
Heard, Mrs. J. Theodore,	5 00
Heath, Mr. Nathaniel,	5 00
Hecht, Mrs. Jacob H.,	5 00
Hemenway, Mrs. C. P.,	10 00
Hering, Mrs. H. S.,	2 00
Herman, Mrs. Joseph M.,	2 00
Herrick, Miss A. J., Rockland, Maine,	1 00
Hersey, Mrs. Alfred H.,	5 00
Hersey, Miss M. T.,	1 00
Higginson, Miss E. C., Brookline,	5 00
Higginson, Mrs. F. L.,	5 00
Higginson, Mrs. Henry Lee,	15 00
Hight, Mrs. C. A., Longwood,	5 00
Hill, Mrs. Hamilton A.,	3 00
Hill, Mrs. S. A., Brookline,	1 00
Hills, Mrs. S. E., Jamaica Plain,	2 00
Hiscock, Mrs. L. B., Roxbury,	2 00
Hitchcock, Mrs. Geraldine,	5 00
Hobbs, Mrs. Warren D.,	5 00
Hogg, Mr. John,	25 00
Holbrook, Mrs. Walter H., Newton,	2 00
Hollander, Mrs. Louis P.,	5 00
Hood, Mrs. George H.,	5 00
Hooper, Miss Adeline D.,	5 00
<i>Amount carried forward,.</i>	\$2,020 00

<i>Amount brought forward,</i>	\$2,020 00
Hooper, Mrs. James R.,	15 00
Hooper, Mrs. N. L.,	1 00
Horton, Mrs. Edward A.,	2 00
Houghton, Miss Elizabeth G.,	10 00
Houston, Mr. James A.,	5 00
Howard, Mrs. P. B., Brookline,	1 00
Howe, Mrs. Arabella,	2 00
Howe, Mrs. George D.,	5 00
Howe, Mr. George E.,	2 00
Howe, Mrs. J. S., Brookline,	5 00
Howland, Mrs. D. W., Longwood,	2 00
Hoyt, Mrs. C. C., Brookline,	5 00
Hoyt, Mrs. J. C., Newburyport,	5 00
Hubbard, Mrs. Charles W.,	25 00
Hubbard, Mrs. Elliot,	10 00
Hudson, Mrs. John E.,	5 00
Hunneman, Miss Elizabeth A., Roxbury,	2 00
Hunneman, Mrs. S. W., Roxbury,	2 00
Hunnewell, Mrs. Arthur,	25 00
Hunnewell, Mr. Walter,	20 00
Hutchins, Mrs. Constantine F.,	5 00
Iasigi, Mrs. Oscar,	10 00
In memory of Mrs. Charles Lowell Thayer,	3 00
Jacobs, Mrs. Fred W., Brookline,	3 00
Jelly, Dr. George F.,	10 00
Jenkins, Mr. Charles,	5 00
Jennings, Miss Julia F., Wellesley,	1 00
Jewett, Miss Annie,	2 00
Jewett, Miss Sarah Orne, South Berwick, Me.,	5 00
Johnson, Miss Mary F.,	5 00
<i>Amount carried forward,</i>	\$2,218 00

<i>Amount brought forward,</i>						\$2,218 00
Johnson, Mr. Arthur S.,	.	.	.	.	.	5 00
Johnson, Mrs. Edward,	.	.	.	.	.	2 00
Johnson, Mr. Edward C.,	.	.	.	.	.	10 00
Johnson, Miss Fanny L., Wollaston,	.	.	.	.	.	1 00
Johnson, Mrs. F. W.,	.	.	.	.	.	3 00
Johnson, Mrs. Herbert S.,	.	.	.	.	.	10 00
Johnson, Mr. Wolcott H.,	.	.	.	.	.	10 00
Jolliffe, Mrs. T. H., Brookline,	.	.	.	.	.	5 00
Jones, Mrs. B. M.,	.	.	.	.	.	10 00
Jones, Mrs. Jerome, Brookline,	.	.	.	.	.	10 00
Josselyn, Mrs. A. S.,	.	.	.	.	.	5 00
Joy, Mrs. Charles H.,	.	.	.	.	.	10 00
Keene, Mrs. S. W., Roxbury,	.	.	.	.	.	2 00
Kelly, Mrs. E. A.,	.	.	.	.	.	5 00
Kennard, Mrs. A. W.,	.	.	.	.	.	1 00
Kennard, Mrs. Charles W.,	.	.	.	.	.	1 00
Kidder, Mrs. Henry P.,	.	.	.	.	.	10 00
Kidner, Mrs. Reuben,	.	.	.	.	.	2 00
Kimball, Mrs. D. P.,	.	.	.	.	.	25 00
Kimball, Mr. Edward P., Malden,	.	.	.	.	.	10 00
Kimball, Mrs. Marcus M.,	.	.	.	.	.	50 00
Kimball, Miss Susan Day,	.	.	.	.	.	2 00
King, Mrs. D. Webster,	.	.	.	.	.	5 00
Kingsbury, Miss Mary E., Brookline,	.	.	.	.	.	1 00
Kingsley, Mrs. Robert C., Brookline,	.	.	.	.	.	1 00
Klous, Mr. Isaac, Roxbury,	.	.	.	.	.	2 00
Koshland, Mrs. Joseph,	.	.	.	.	.	10 00
Kuhn, Mrs. Grace M.,	.	.	.	.	.	10 00
Lamb, Miss Augusta T., Brookline,	.	.	.	.	.	1 00
Lamson, Mrs. J. A.,	.	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	.	\$2,439 00

<i>Amount brought forward,</i>	\$2,439 00
Lane, Mrs. Benjamin P., Roxbury,	1 00
Lane, Mrs. Gardiner Martin,	10 00
Larkin, The Misses,	2 00
Lavalle, Mrs. John,	5 00
Lawrence, Mr. Charles R., Brookline,	5 00
Lawrence, Mrs. John, Groton,	5 00
Learnard, Mrs. George E.,	1 00
Lee, Mrs. George C.,	10 00
Lee, Mrs. Joseph,	100 00
Leland, Mrs. Lewis A., Brookline,	1 00
Levy, Mrs. B., Brookline,	2 00
Linder, Mrs. G., Brookline,	10 00
Lins, Mrs. Ferdinand, Jamaica Plain,	2 00
Livermore, Mr. Thomas L., Jamaica Plain,	10 00
Locke, Mrs. Charles A., Chestnut Hill,	10 00
Loring, The Misses,	30 00
Loring, Mr. W. C.,	25 00
Loring, Mrs. W. C.,	25 00
Lothrop, Miss Mary B.,	5 00
Lothrop, Mrs. Thornton K.,	50 00
Lothrop, Mrs. W. S. H.,	5 00
Lovett, Mr. A. S., Brookline,	5 00
Lovett, Mrs. A. S., Brookline,	5 00
Low, Mrs. Gilman S.,	2 00
Lowell, Mrs. Charles,	5 00
Lowell, Mrs. Frederick E.,	5 00
Lowell, Mrs. John,	5 00
Lyman, Mr. John Pickering,	10 00
Lyman, Mrs. Theodore, Brookline,	20 00
Mack, Mrs. Thomas,	10 00
<i>Amount carried forward,.</i>	\$2,820 00



<i>Amount brought forward,</i>	\$2,820 00
Magee, Mr. J. L., Chelsea,	10 00
Mallory, Mrs. F. B., Georgetown,	5 00
Mandell, Mrs. S. P.,	5 00
Mansfield, Mrs. George S., Malden,	3 00
Mansfield, Mrs. S. M.,	1 00
Mansur, Mrs. Martha P.,	3 00
Marrs, Mrs. Kingsmill, Wayland,	10 00
Marsh, Mrs. Robert,	2 00
Marshall, Mrs. J. P. C.,	10 00
Matchett, Mrs. W. F.,	5 00
McKee, Mrs. William L.,	3 00
Mead, Mrs. S. R., Dedham,	10 00
Means, Mrs. William A.,	10 00
Merriam, Mr. Charles,	5 00
Merriam, Mr. Frank,	10 00
Merrill, Mrs. J. Warren, Cambridge,	10 00
Merrill, Mrs. J. Warren, 2d.,	2 00
Merrill, Mrs. L. M., Brookline,	2 00
Merriman, Mrs. Daniel,	10 00
Messinger, Miss Susan D., Roxbury,	1 00
Mills, Mrs. D. T.,	5 00
Mixter, Miss M. A.,	1 00
Monks, Mrs. George H.,	5 00
Monroe, Mrs. George H., Brookline,	5 00
Montgomery, Mrs. W. L.,	1 00
Moore, Mrs. Henry F., Brookline,	2 00
Morey, Mrs. Edwin,	5 00
Morison, Mrs. John H.,	5 00
Morrill, Mrs. Ellen A., Roxbury,	5 00
Morrill, Miss Fanny E.,	5 00
<i>Amount carried forward,</i>	\$2,976 00

<i>Amount brought forward,</i>	\$2,976 00
Morris, Mrs. Frances Isabel, N. Y. City,	5 00
Morse, Mrs. Jacob,	5 00
Morse, Mrs. S. A.,	2 00
Morss, Mrs. Anthony S., Charlestown,	5 00
Morss, Mrs. Everett,	1 00
Moseley, Miss Ellen F.,	5 00
Nathan, Mrs. Jacob, Brookline,	2 00
Nazro, Mrs. Fred H., Roxbury,	2 00
Nazro, Miss Mary W., Roxbury,	2 00
Neal, Miss Caroline F., Brookline,	5 00
Newell, Mrs. James W., Brookline,	2 00
Newell, Mrs. M. A. M., Roxbury,	5 00
Newton, Mrs. E. Bertram,	1 00
Nichols, Mrs. E. H., Brookline,	5 00
Nichols, Mr. Seth, New York City,	5 00
Nickerson, Mr. Andrew,	10 00
Niebuhr, Miss Mary M.,	1 00
Norcross, Mrs. Otis,	5 00
Norcross, Mrs. Otis, Jr.,	5 00
North, Mrs. James N., Brookline,	5 00
Noyes, Mrs. George D., Brookline,	2 00
Oliver, Miss Martha C., Phila.,	2 00
Olmsted, Mrs. J. C., Brookline,	2 00
Orcutt, Mrs. William Dana,	2 00
Osborn, Mrs. Anna F., Hartland, Me.,	2 00
Osborn, Mrs. John B.,	2 00
Osgood, Mrs. John Felt,	15 00
Page, Mrs. Calvin Gates,	2 00
Page, Mrs. L. J., Brookline,	3 00
Paine, Mrs. William D., Brookline,	2 00
<i>Amount carried forward,</i>	\$3,088 00

<i>Amount brought forward,</i>	\$3,088 00
Palfrey, Mrs. J. C.,	2 00
Parker, Mrs. Charles E.,	2 00
Parker, Miss Eleanor S.,	5 00
Parsons, Miss Anna Q. T., Roxbury,	5 00
Peabody, Mrs. Anna P.,	25 00
Peabody, Mrs. C. H., Brookline,	2 00
Peabody, Mrs. Oliver W.,	5 00
Peabody, Mrs. S. Endicott,	10 00
Pearson, Mrs. C. H., Brookline,	5 00
Pecker, The Misses Annie J. and Mary L.,	10 00
Peckerman, Mrs. E. R.,	1 00
Peirce, Mrs. Silas, Brookline,	2 00
Peirson, Mrs. Charles L.,	10 00
Percy, Mrs. Fred B., Brookline,	2 00
Perry, Mrs. Claribel N.,	5 00
Perry, Miss Elizabeth H., Bridgewater,	1 00
Pfaelzer, Mrs. F. T.,	5 00
Philbrick, Mrs. E. S., Brookline,	2 00
Phillips, Mrs. Anna T.,	25 00
Pickert, Mrs. Lehman, Brookline,	2 00
Pierce, Mr. Phineas,	10 00
Pitman, Mrs. Benjamin F., Brookline,	5 00
Plumer, Mrs. Avery,	1 00
Pope, Drs. C. A. and E. F.,	2 00
Porteous, Miss M. F.,	1 00
Porter, Mrs. A. S.,	1 00
Porter, Mrs. Georgia M. Whidden, Brookline,	25 00
Porter, Miss Nellie E., North Anson, Me.,	1 00
Porter, Mrs. P. G., Cambridgeport (since died),	1 00
Prager, Mrs. Philip,	3 00
<i>Amount carried forward,</i>	\$3,264 00

<i>Amount brought forward,</i>	\$3,264 00
Pratt, Mrs. E. E.,	3 00
Pratt, Mrs. Elliott W.,	3 00
Prendergast, Mr. James M.,	10 00
Preston, Mrs. G. H.,	2 00
Priest, Mrs. Ashley, Brookline,	1 00
Proctor, Mrs. Henry H.,	2 00
Punchard, Miss A. L., Brookline,	5 00
Putnam, Miss Ellen D.,	5 00
Putnam, Mrs. George,	5 00
Putnam, Miss Georgina Lowell,	10 00
Putnam, Miss Sarah G.,	10 00
Quincy, Mrs. George H.,	10 00
Quincy, Mrs. H. P.,	5 00
Rand, Mrs. Arnold A. (for 1905-06),	10 00
Ranney, Mr. Fletcher,	5 00
Ratshesky, Mrs. Fanny,	5 00
Ratshesky, Mrs. I. A.,	5 00
Raymond, Mrs. Henry E.,	5 00
Reed, Mrs. Arthur, Brookline,	1 00
Reed, Mrs. John H., Roxbury,	2 00
Reed, Mrs. William H.,	20 00
Reynolds, Mrs. John Phillips,	5 00
Rhodes, Mrs. Albert H.,	2 00
Rhodes, Miss Florence R.,	2 00
Rhodes, Mrs. James F.,	5 00
Rhodes, Mrs. S. H., Brookline,	5 00
Rice, Mr. David,	10 00
Rice, Mrs. David,	15 00
Rice, Mrs. David Hall, Brookline,	2 00
Rice, Mrs. Francis B.,	5 00
<i>Amount carried forward,</i>	\$3,439 00

<i>Amount brought forward,</i>	\$3,439 00
Rice, Mrs. Henry A.,	5 00
Rice, Mrs. N. W.,	5 00
Rice, Mrs. W. B., Quincy,	2 00
Rice, Mrs. W. P.,	5 00
Richards, Miss Alice A., in memory of her mother,	
Mrs. Dexter N. Richards,	10 00
Richards, Miss Annie L.,	20 00
Richards, Mrs. C. A.,	15 00
Richardson, The Misses, Roxbury,	3 00
Richardson, Mrs. Edward C.,	5 00
Richardson, Mrs. Frederick, Brookline,	5 00
Richardson, Mrs. John, Chestnut Hill,	3 00
Richardson, Mrs. Mary M.,	1 00
Richardson, Mr. Spencer W.,	5 00
Richardson, Mrs. T. O.,	10 00
Riley, Mr. Charles E., Newton,	10 00
Ripley, Mr. Frederic H.,	2 00
Robbins, Mrs. Royal, Longwood,	10 00
Robinson, Mrs. Henry H., Brookline,	2 00
Robinson, Miss H. M.,	10 00
Robinson, Mrs. H. W.,	5 00
Rodman, Mr. S. W. (since died),	10 00
Roeth, Mrs. A. G.,	1 00
Rogers, Miss Anna P.,	10 00
Rogers, Mrs. Henry M.,	5 00
Rogers, Mrs. Jacob C.,	5 00
Rogers, Mrs. J. F.,	3 00
Rogers, Mrs. R. K., Brookline,	5 00
Rogers, Miss Susan S.,	5 00
Rogers, Mrs. William B.,	3 00
<i>Amount carried forward,.</i>	\$3,619 00

<i>Amount brought forward,</i>	\$3,619 00
Rosenbaum, Mrs. L.,	1 00
Ross, Mrs. Waldo O.,	5 00
Rotch, Mrs. Clara M., New Bedford,	10 00
Rotch, Miss Mary R., New Bedford,	10 00
Rotch, Mrs. Thomas Morgan,	2 00
Rothwell, Mrs. W. H., Longwood,	5 00
Rowland, Mrs. Charles B., New York City,	2 00
Rowlett, Mrs. Thomas S., Brookline,	1 00
Russell, Mrs. Elliott,	2 00
Russell, Mrs. Henry G., Providence, R. I.,	25 00
Russell, Mrs. Isaac H., Cambridge,	5 00
Rust, Mrs. Nathaniel J.,	2 00
Ryan, Miss Mary A., Quincy,	1 00
Sabin, Mrs. Charles W., Brookline,	2 00
Sabine, Miss Catherine, Brookline,	2 00
Sabine, Mrs. G. K., Brookline,	2 00
St. John, Mrs. J. A., Brookline,	5 00
Saltonstall, Mr. Richard M., in memory of his mother, Mrs. Leverett Saltonstall,	10 00
Sampson, Mrs. J. V.,	2 00
Sampson, Miss H. H.,	1 00
Sampson, Mrs. Oscar H.,	5 00
Sanborn, Mrs. C. W. H.,	1 00
Sanger, Mr. Sabin P., Brookline,	3 00
Sargent, Mrs. E. P., Brookline,	2 00
Sargent, Mrs. F. W.,	5 00
Sargent, Mrs. L. M.,	5 00
Sargent, Mrs. Winthrop,	50 00
Saunders, Mrs. D. E., Brookline,	1 00
Scaife, Miss Helen, North Cohasset,	2 00
<i>Amount carried forward,</i>	\$3,788 00

<i>Amount brought forward,</i>	\$3,788 00
Scott, Mrs. William M.,	2 00
Scudder, Mrs. J. D., in memory of her mother,	
Mrs. N. M. Downer,	5 00
Scull, Mrs. Gideon,	10 00
Seamans, Mr. James M., Brookline,	10 00
Sears, Mr. Frederick R.,	25 00
Sears, Mrs. Herbert M.,	25 00
Sears, Mrs. Knyvet W.,	10 00
Sears, Mrs. Philip H.,	10 00
Sears, Mrs. Philip S.,	10 00
Sears, Mrs. Willard T.,	5 00
Severance, Mrs. Pierre C.,	5 00
Sewall, Mrs. W. B.,	3 00
Shapleigh, Mrs. John W., Brookline,	2 00
Shattuck, Mrs. George B.,	5 00
Shaw, Mrs. Benjamin S.,	5 00
Shaw, Mrs. G. Howland,	10 00
Shaw, Mrs. George R.,	2 00
Shaw, Mrs. Robert Gould,	5 00
Shepard, Mrs. L. H., Brookline,	5 00
Shepard, Mr. O. A., Brookline,	3 00
Shepard, Mrs. Thomas H., Brookline,	5 00
Shepard, Mrs. T. P., Providence, R. I.,	25 00
Sherburne, Mrs. C. W. (since died),	5 00
Sherman, Mrs. George M., Brookline,	2 00
Sias, Mrs. Charles D.,	5 00
Sigourney, Mr. Henry,	10 00
Simpkins, Miss Mary W., Jamaica Plain,	5 00
Skinner, Mrs. William, Holyoke,	5 00
Slade, Mrs. D. D., Chestnut Hill,	5 00
<i>Amount carried forward,.</i>	\$4,012 00

<i>Amount brought forward,</i>	\$4,012 00
Slatery, Mrs. William,	1 00
Smith, Mrs. Phineas B., Roxbury,	2 00
Smith, Mrs. Thomas P., Brookline,	1 00
Snow, Mrs. F. E.,	20 00
Soren, Mr. John H., Roxbury,	1 00
Sprague, Mrs. Charles, Hingham,	1 00
Sprague, Miss M. C., Brookline,	5 00
Stackpole, Mrs. F. D.,	2 00
Stackpole, Miss Roxana,	5 00
Stadtmitter, Mrs. F., Jamaica Plain,	5 00
Standish, Miss Adelaide, Brookline,	5 00
Stearns, Mr. and Mrs. Charles H., Brookline,	30 00
Stearns, Mrs. R. H.,	10 00
Stearns, Mrs. R. S., Jamaica Plain,	10 00
Steinert, Mrs. Alex.,	3 00
Stetson, Miss Sarah M.,	10 00
Stevens, Mrs. H. H.,	5 00
Stevenson, Miss Annie B., Brookline,	5 00
Stevenson, Mrs. Robert H.,	10 00
Stockton, Mrs. Mary A.,	3 00
Stone, Mrs. Edwin P.,	5 00
Stone, Mrs. Frederick,	15 00
Stone, Mrs. Philip S., Longwood,	1 00
Storer, Miss A. M.,	5 00
Storer, Miss M. G.,	5 00
Storrow, Mrs. James J.,	10 00
Strauss, Mrs. Ferdinand,	2 00
Strauss, Mrs. Louis,	2 00
Sturgis, Mrs. John H.,	5 00
Swan, Mr. Charles H.,	5 00
<i>Amount carried forward..</i>	\$4,201 00



<i>Amount brought forward,</i>	\$4,201 00
Swan, Miss Elizabeth B., Dorchester,	5 00
Swann, Mrs. John, Stockbridge,	10 00
Sweetser, Mrs. Frank E., Brookline,	5 00
Sweetser, Miss Ida E.,	10 00
Sweetser, Mr. I. Homer,	10 00
Symonds, Miss Lucy Harris,	5 00
Taft, Mrs. L. H., Brookline,	5 00
Talbot, Mrs. Charles R., Brookline,	3 00
Talbot, Mrs. Thomas, North Billerica,	25 00
Talbot, Mrs. Thomas Palmer, Roxbury,	1 00
Talbot, Miss Leslie, Roxbury,	1 00
Talbot, Miss Marjorie, Roxbury,	1 00
Tappan, Miss Mary A.,	15 00
Taylor, Mrs. Charles H., Jr.,	10 00
Thacher, Mrs. Lydia W., Peabody,	5 00
Thayer, Miss Adela G.,	10 00
Thayer, Mrs. Bayard, Lancaster,	50 00
Thayer, Miss Harriet L.,	5 00
Thayer, Mrs. William G., Southborough,	10 00
Thomas, Miss Catherine C.,	2 00
Thomson, Mrs. Arthur C., Brookline,	5 00
Thorndike, Mrs. Alden A.,	5 00
Thorndike, Mrs. Augustus,	5 00
Thorndike, Mrs. Augustus L.,	1 00
Tileston, Miss Edith,	1 00
Tileston, Miss Eleanor,	1 00
Tileston, Mrs. John B.,	5 00
Tileston, Mrs. Roger E., Jamaica Plain,	3 00
Towle, Mrs. Harvey P.,	5 00
Traiser, Mrs. Richard E.,	5 00
<i>Amount carried forward,</i>	\$4,425 00

<i>Amount brought forward,</i>	\$4,425 00
Tucker, Mrs. James, Brookline (since died),	2 00
Tucker, Mrs. J. Alfred, Newton,	1 00
Tuckerman, Mrs. C. S.,	5 00
Turnbull, Mrs. William B., Brookline,	1 00
Turner, Miss Abby W., Randolph,	25 00
Twombly, Mrs. J. F., Brookline,	5 00
Tyler, Mrs. G. C., Brookline,	2 00
Tyler, Mrs. Joseph H.,	5 00
Vass, Miss Harriett, Brookline,	5 00
Vickery, Mrs. Herman F.,	5 00
Vose, Mrs. Charles, East Walpole,	2 00
Vose, Mr. Frank T.,	5 00
Wadsworth, Mrs. A. F.,	5 00
Wadsworth, Mrs. Oliver F.,	5 00
Wadsworth, Mrs. William Austin,	5 00
Walker, Mrs. J. Albert,	2 00
Ward, Miss E. M.,	5 00
Ward, Miss Julia A., Brookline,	2 00
Ware, Miss Harriot, Brookline,	2 00
Warner, Mrs. Frederick H.,	2 00
Warren, Mrs. William W.,	25 00
Wason, Mrs. Elbridge, Brookline,	5 00
Watson, Mrs. H. H.,	2 00
Wead, Mrs. Leslie C., Brookline,	2 00
Webster, Mrs. Edwin S., Chestnut Hill,	5 00
Webster, Mrs. F. G.,	5 00
Weeks, Mrs. Andrew G.,	10 00
Weeks, Mrs. W. B. P.,	2 00
Weld, Mrs. A. Davis, Jamaica Plain,	5 00
Weld, Mrs. A. W., Chestnut Hill,	2 00
<i>Amount carried forward,</i>	\$4,579 00

<i>Amount brought forward,</i>					\$4,579 00
Weld, Mrs. Samuel M., North Chatham,	.	.	.	.	5 00
Weld, Mrs. William F.,	.	.	.	.	50 00
Wentworth, Mrs. O. M.,	.	.	.	.	1 00
West, Mrs. Anna D.,	.	.	.	.	5 00
West, Mrs. Preston C. F.,	.	.	.	.	2 00
Weston, Mrs. H. C.,	.	.	.	.	10 00
Whalen, Mrs. J. E., Melrose Highlands,	.	.	.	.	1 00
Wheeler, Mrs. A. S.,	.	.	.	.	5 00
Wheelwright, The Misses,	.	.	.	.	2 00
Wheelwright, Mrs. Edward,	.	.	.	.	5 00
Wheelwright, Mrs. John W. (since died),	.	.	.	.	10 00
White, Mrs. Charles T.,	.	.	.	.	3 00
White, Miss Eliza Orne, Brookline,	.	.	.	.	5 00
White, Mrs. Jonathan H., Brookline,	.	.	.	.	10 00
White, Mrs. Joseph H., Brookline,	.	.	.	.	2 00
White, Mrs. Norman H., Brookline,	.	.	.	.	1 00
White, Mrs. R. H.,	.	.	.	.	5 00
Whiteside, Mrs. A.,	.	.	.	.	3 00
Whiting, Mrs. J. K., Longwood,	.	.	.	.	5 00
Whiting, Miss Susan A., Newton,	.	.	.	.	5 00
Whiting, Mrs. S. B., Cambridge,	.	.	.	.	5 00
Whitney, Mr. Edward F., New York City,	.	.	.	.	10 00
Whitney, Mrs. George,	.	.	.	.	2 00
Whitney, Mr. George M., Winchendon,	.	.	.	.	1 00
Whitney, Mrs. H. A.,	.	.	.	.	5 00
Whitney, Mrs. Henry M., Brookline,	.	.	.	.	5 00
Whitney, Mrs. I. G. (since died),	.	.	.	.	2 00
Whitney, Mr. S. B.,	.	.	.	.	10 00
Whittemore, Mrs. Augustus, Brookline,	.	.	.	.	2 00
Whittington, Mrs. Hiram,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$4,758 00

<i>Amount brought forward,</i>	\$4,758 00
Whitwell, Mrs. Frederick A.,	5 00
Whitwell, Miss Mary H.,	5 00
Willard, Mrs. A. R.,	5 00
Willcomb, Mrs. George,	5 00
Willcutt, Mr. Levi L., Brookline,	10 00
Williams, The Misses, Concord,	2 00
Williams, Miss Adelia C., Roxbury,	10 00
Williams, Mrs. Arthur, Jr., Brookline,	2 00
Williams, Mrs. Charles A., Brookline,	5 00
Williams, Mrs. Harriet C.,	25 00
Williams, Mrs. Jeremiah,	2 00
Williams, Mr. Moses,	5 00
Williams, Mrs. Moses,	5 00
Williams, Mrs. T. B.,	5 00
Wilson, Miss Annie E., Brookline,	5 00
Wilson, Mrs. Edward C., Brookline,	5 00
Wilson, Miss Lilly U., Brookline,	5 00
Wing, Mrs. M. B., Brookline,	1 00
Winslow, Mrs. G. M.,	5 00
Withington, Miss Anna S., Brookline,	1 00
Withington, Mrs. Charles F.,	1 00
Wolcott, Mrs. Roger,	5 00
Wonson, Mrs. Harriet A., Waverley,	2 00
Wood, Mr. Henry, Cambridge,	5 00
Woodbury, Mr. John P.,	5 00
Woodworth, Mrs. A. S.,	10 00
Worthington, Mrs. A. B. (since died),	5 00
Worthley, Mrs. George H., Brookline,	2 00
Wright, Mr. John G., Chestnut Hill,	15 00
Wright, Mrs. John G., Chestnut Hill,	10 00
<i>Amount carried forward,.</i>	\$4,931 00

<i>Amount brought forward,</i>	\$4,931 00
Wright, Mrs. L. A.,	1 00
Wright, Miss Mary A.,	3 00
Wyman, Mr. A. E., Newtonville,	15 00
Young, Mrs. Benjamin L.,	10 00
Young, Miss Lucy F., Winchester,	2 00
Young, Mrs. Mary E., Winchester,	3 00
Ziegel, Mr. Louis, Roxbury,	5 00
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	\$4,970 00

## CAMBRIDGE BRANCH.

Through Miss ELIZABETH G. NORTON.

Abbot, Miss Anne W.,	\$10 00
Abbot, Mrs. Edwin H.,	10 00
Abbott, Mrs. Edward,	5 00
Agassiz, Mr. Max,	15 00
Aldrich, Mrs. Charles F.,	2 00
Ames, Mrs. James B.,	10 00
Batchelder, Mrs. Charles F.,	3 00
Batchelder, Miss Isabel, Boston,	5 00
Beaman, Mrs. G. W.,	2 00
Beard, Mrs. Edward L.,	1 00
Bigelow, Mrs. J. W.,	1 00
Blatchford, Miss M. E.,	5 00
Boggs, Mrs. Edwin P.,	2 00
Bradford, Miss Edith,	5 00
Brewster, Mrs. William,	5 00
Brooks, Miss Martha W., Petersham,	5 00
Bulfinch, Miss Ellen S.,	2 00
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<i>Amount carried forward,</i>	\$88 00

<i>Amount brought forward,</i>	\$88 00
Carstein, Mrs. H. L.,	2 00
Cary, Miss Emma F.,	5 00
Chapman, Miss Anna B.,	1 00
Childs, Mrs. Francis J.,	2 00
Coolidge, Mrs. J. I. T.,	1 00
Coolidge, Mrs. Julian L.,	15 00
Croswell, Miss Mary C.,	3 00
Dana, Mrs. R. H., Jr.,	5 00
Davis, Mrs. W. M.,	2 00
Deane, Mrs. Walter,	2 00
Durant, Mrs. W. B.,	1 00
Emery, Miss Octavia B.,	3 00
Eustis, Mrs. Frank I.,	3 00
Everett, Mr. William Abbot (donation 1905),	5 00
Farley, Miss Caroline,	1 00
Farlow, Mrs. William G.,	5 00
Folsom, Mrs. Norton (for 1905-06),	4 00
Foster, Mrs. Francis C.,	100 00
Francke, Mrs. Kuno,	2 00
Gale, Mrs. Justin E., Weston,	5 00
Glover, Mrs. H. R.,	2 00
Goodale, Mrs. G. L.,	1 00
Goodwin, Miss A. M.,	5 00
Goodwin, Mrs. Hersey B.,	5 00
Green, Miss Mary A.,	5 00
Greenough, Mrs. J. B.,	1 00
Hall, Mr. E. H.,	10 00
Harris, Miss Charlotte M.,	1 00
Hastings, Mrs. F. W.,	2 00
Hayward, Mrs. James W.,	5 00
<i>Amount carried forward,</i>	\$292 00

<i>Amount brought forward,</i>						\$292 00
Hedge, Miss Charlotte A., Brookline,	.	.	.	.	.	5 00
Henchman, Miss A. P.,	.	.	.	.	.	5 00
Hopkinson, Mrs. J. P.,	.	.	.	.	.	5 00
Hoppin, Miss E. M.,	.	.	.	.	.	5 00
Horsford, Miss,	.	.	.	.	.	5 00
Houghton, The Misses,	.	.	.	.	.	10 00
Howard, Mrs. Albert A.,	.	.	.	.	.	5 00
Howe, Miss Sarah R.,	.	.	.	.	.	5 00
Kennedy, Mrs. F. L.,	.	.	.	.	.	3 00
Kettell, Mrs. Charles W., Lexington,	.	.	.	.	.	3 00
Leeds, Miss Caroline T.,	.	.	.	.	.	1 00
Longfellow, Mrs. W. P. P.,	.	.	.	.	.	5 00
Moore, Mrs. Lucy T.,	.	.	.	.	.	2 00
Morison, Mrs. Robert S.,	.	.	.	.	.	5 00
Munroe, Miss M. F.,	.	.	.	.	.	2 00
Neal, Mrs. W. H.,	.	.	.	.	.	1 00
Nichols, Mrs. J. T. G.,	.	.	.	.	.	2 00
Norton, Prof. Charles Eliot,	.	.	.	.	.	10 00
Page, Miss Abby S., Lowell,	.	.	.	.	.	1 00
Palfrey, The Misses,	.	.	.	.	.	5 00
Perrin, Mrs. Franklin,	.	.	.	.	.	1 00
Pickering, Mrs. Edward C.,	.	.	.	.	.	1 00
Read, Mrs. William,	.	.	.	.	.	1 00
Richards, Mrs. Mary A.,	.	.	.	.	.	2 00
Riddle, Miss Cordelia C.,	.	.	.	.	.	1 00
Roberts, Mrs. Coolidge S.,	.	.	.	.	.	10 00
Saville, Mrs. Henry M.,	.	.	.	.	.	1 00
Sawyer, Miss E. M.,	.	.	.	.	.	2 00
Scudder, Mr. Samuel H.,	.	.	.	.	.	1 00
Sedgwick, Miss M. Theodora,	.	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	.	\$402 00

<i>Amount brought forward,</i>		\$402 00
Simmons, Mrs. George F.,		1 00
Smith, Mrs. Horatio S.,		2 00
Spelman, Mrs. I. M.,		5 00
Swan, Mrs. S. H.,		5 00
Thayer, Mrs. James B.,		1 00
Thorp, Mrs. J. G.,		10 00
Tilton, Mrs. H. N.,		2 00
Toppan, Mrs. Robert N.,		10 00
Tower, Miss Anna E.,		1 00
Vaughan, Mrs. Benjamin,		10 00
Wesselhoeft, Mrs. Walter,		2 00
White, Mrs. J. Gardner,		5 00
White, Mrs. Moses P.,		5 00
Whitney, Miss Maria,		10 00
Whittemore, Mrs. F. W.,		10 00
Williston, Mrs. L. R.,		5 00
Willson, Mrs. R. W.,		5 00
Winlock, Mrs. J.,		1 00
Woodman, Mrs. Charlotte F.,		50 00
Woodman, Mrs. Walter,		1 00
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		\$543 00

## DORCHESTER BRANCH.

Through Mrs. J. HENRY BEAN.

Barry, Mrs. Elizabeth S.,		\$1 00
Bartlett, Mrs. S. E., Boston,		1 00
Bean, Mrs. J. Henry,		1 00
Bennett, Miss M. M., Wellesley College,		1 00
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<i>Amount carried forward,.</i>		\$4 00



<i>Amount brought forward,</i>	. . . . .	\$4 00
Bird, Mrs. John L.,	. . . . .	1 00
Brigham, Mrs. Frank E.,	. . . . .	2 00
Callender, Miss,	. . . . .	1 00
Churchill, Mrs. J. R.,	. . . . .	1 00
Clark, Mrs. W. R., Jr.,	. . . . .	2 00
Conant, Mrs. James S.,	. . . . .	2 00
Copeland, Mrs. W. A.,	. . . . .	1 00
Cushing, Miss Susan T.,	. . . . .	1 00
Dillaway, Mrs. C. O. L.,	. . . . .	1 00
Eliot, Mrs. Christopher R., Boston,	. . . . .	1 00
Faunce, Mrs. Sewall A.,	. . . . .	1 00
Fay, Mrs. M. C. T., Milton,	. . . . .	2 00
Hall, Miss Adelaide,	. . . . .	2 00
Hall, Mrs. Henry,	. . . . .	1 00
Hawkes, Mrs. S. L.,	. . . . .	1 00
Hearsey, Miss Sarah E.,	. . . . .	1 00
Hemmenway, Mrs. Edward A.,	. . . . .	1 00
Humphreys, Mrs. R. C.,	. . . . .	2 00
Jordan, Miss Ruth A., Hingham Centre,	. . . . .	1 00
Joyslin, Mrs. L. B.,	. . . . .	1 00
Laighton, Mrs. William B.,	. . . . .	1 00
Murdock, Mrs. Harold, Chestnut Hill,	. . . . .	2 00
Nash, Mrs. Edward, Boston,	. . . . .	1 00
Nash, Mrs. Frank K.,	. . . . .	5 00
Nichols, Mrs. Smith W.,	. . . . .	2 00
Nightingale, Mrs. C.,	. . . . .	1 00
Noyes, Miss Mary E.,	. . . . .	1 00
Peabody, Mrs. Charles K., Cambridge,	. . . . .	1 00
Pierce, Miss Henrietta M., Boston,	. . . . .	1 00
Pratt, Mrs. Laban,	. . . . .	2 00
<i>Amount carried forward,. . . . .</i>		<hr/> \$47 00

<i>Amount brought forward,</i>	\$47 00
Preston, Mrs. John,	1 00
Reed, Mrs. George M.,	2 00
Robinson, Miss A. B.,	1 00
Sayward, Mrs. W. H.,	3 00
Second Church Weekly Offerings,	1 00
Sharp, Miss E. B.,	1 00
Sharp, Mr. Everett H.,	3 00
Smith, Miss H. J.,	1 00
Soule, Mrs. Elizabeth P.,	5 00
Stearns, Mrs. Albert H.,	1 00
Stearns, Master A. Maynard,	1 00
Stearns, Master A. T., 2d,	1 00
Stearns, Master Henry D., In memory of,	1 00
Stearns, Miss Katherine,	1 00
Stearns, Mrs. Fred P.,	2 00
Thacher, Mrs. A. C.,	1 00
Thacher, Miss M. H.,	1 00
Torrey, Mrs. Elbridge (donation),	25 00
Turner, Mr. William H.,	1 00
Whitcher, Mr. Frank W.,	5 00
Whiton, Mrs. Royal,	1 00
Wilder, Miss Grace S.,	2 00
Willard, Mrs. L. P.,	1 00
Wood, Mr. Frank,	5 00
Wood, Mrs. Frank,	5 00
Wright, Mr. C. P.,	5 00
Young, Mrs. Frank L.,	2 00
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	<sup>1</sup> \$126 00

<sup>1</sup> A subscription of \$2 was received after the accounts were closed for the year.

## LYNN BRANCH.

## Through Mr. L. K. BLOOD.

Averill, Miss M. J., . . . . .	\$2 00
Bancroft, Mrs. Thomas, . . . . .	1 00
Berry, Mrs. Benjamin, Jr., and son, . . . . .	5 00
Blood, Mr. and Mrs. L. K., . . . . .	10 00
Breed, Mrs. A. B., . . . . .	1 00
Caldwell, Mrs. Ellen F., Bradford, . . . . .	1 00
Chase, Mrs. Philip A., . . . . .	5 00
Earp, Miss Emily A., . . . . .	1 00
Elmer, Mr. and Mrs. V. J., . . . . .	5 00
Frazier, Mrs. Lyman B., . . . . .	2 00
Harmon, Mrs. Rollin E., . . . . .	1 00
Haven, Miss Cassie S., . . . . .	1 00
Haven, Miss Rebecca E., Phila., . . . . .	2 00
Hollis, Mrs. Samuel J., . . . . .	10 00
Lee, Mrs. Caroline A., . . . . .	5 00
LeRow, Mrs. M. H., . . . . .	1 00
Newhall, Mr. Charles H., . . . . .	100 00
Page, Miss E. D., . . . . .	1 00
Sheldon, Mrs. Mary L., . . . . .	5 00
Smith, Mrs. Sarah F., . . . . .	10 00
Souther, Mrs. Elbridge, . . . . .	1 00
Spalding, Mr. Rollin A. (donation), . . . . .	2 00
Sprague, Mr. Henry B., . . . . .	5 00
Tapley, Mr. and Mrs. Henry F., . . . . .	5 00
Thomson, Mr. Elihu, Swampscott (donation), . . . . .	5 00
Walsh, Mr. and Mrs. Charles, . . . . .	2 00

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 \$189 00

## MILTON BRANCH.

Through Mrs. WILLIAM WOOD.

Baldwin, Miss Alice, . . . . .	\$1 00
Barnard, Mrs. James M., . . . . .	1 00
Breck, Mrs. C. E. C., . . . . .	1 00
Brewer, Miss Eliza, . . . . .	5 00
Brewer, Mrs. Joseph, . . . . .	5 00
Briggs, Miss Sarah E., . . . . .	1 00
Brooks, Mrs. H. G., . . . . .	1 00
Channing, The Misses, . . . . .	2 00
Clarke, Mrs. D. O., . . . . .	1 00
Clum, Mrs. Alison B., . . . . .	1 00
Cunningham, Mrs. Caleb, . . . . .	4 00
Dow, The Misses, . . . . .	10 00
Emerson, Mrs. W. R., . . . . .	1 00
Forbes, Mrs. J. Murray, . . . . .	5 00
Gilbert, Mrs. H. J., . . . . .	5 00
Gilmore, Miss Mary E., North Easton, . . . . .	1 00
Glover, Mrs. T. R., . . . . .	1 00
Hemenway, Mrs. Augustus, Readville, . . . . .	25 00
Hicks, Miss Josephine, . . . . .	2 00
Hinckley, Miss Mary, . . . . .	1 00
Hollingsworth, Mrs. Amor, . . . . .	3 00
In memory of Mrs. William H. Slocum by Mrs.	
Joseph Brewer, . . . . .	50 00
Jaques, Mrs. Francis, . . . . .	5 00
Jaques, Miss Helen, . . . . .	10 00
Klous, Mrs. Henry D., Auburndale, . . . . .	1 00
Ladd, Mrs. William J., . . . . .	5 00

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*Amount carried forward,* . . . . . \$148 00

<i>Amount brought forward,</i>							\$148 00
Loring, Mrs. Elisha,	.	.	.	.	.	.	3 00
Loring, Miss Edith,	.	.	.	.	.	.	2 00
McIntosh, Mrs. J. S.,	.	.	.	.	.	.	1 00
Morse, Mrs. Samuel,	.	.	.	.	.	.	1 00
Perkins, Mrs. Charles E.,	.	.	.	.	.	.	5 00
Pierce, Mrs. M. V.,	.	.	.	.	.	.	1 00
Pierce, Mr. Vassar,	.	.	.	.	.	.	1 00
Pierce, Mr. Walworth,	.	.	.	.	.	.	1 00
Pierce, Mrs. Wallace L.,	.	.	.	.	.	.	1 00
Richardson, Miss Martha,	.	.	.	.	.	.	2 00
Rivers, Mrs. George R. R.,	.	.	.	.	.	.	1 00
Roberts, Mrs. R. H.,	.	.	.	.	.	.	1 00
Rotch, Miss,	.	.	.	.	.	.	1 00
Safford, Mrs. N. M.,	.	.	.	.	.	.	2 00
Tilden, Mrs. George,	.	.	.	.	.	.	2 00
Tilden, Mrs. William P.,	.	.	.	.	.	.	1 00
Tucker, Miss R. L., Hyde Park,	.	.	.	.	.	.	1 00
Tucker, Mrs. Stephen A., Hyde Park,	.	.	.	.	.	.	1 00
Tuell, Mrs. Hiram,	.	.	.	.	.	.	1 00
Upton, Mrs. Bruce,	.	.	.	.	.	.	1 00
Vose, Miss Caroline C.,	.	.	.	.	.	.	2 00
Wadsworth, Mrs. E. D.,	.	.	.	.	.	.	1 00
Weston, Mr. William B.,	.	.	.	.	.	.	5 00
Whitwell, Mrs. F. A.,	.	.	.	.	.	.	1 00
Whitwell, Miss,	.	.	.	.	.	.	1 00
Wood, Mr. William,	.	.	.	.	.	.	1 00
Wood, Mrs. William,	.	.	.	.	.	.	10 00
							<hr/>
							\$199 00

## WORCESTER BRANCH.

Through Mrs. EDITH NORCROSS MORGAN.

Allen, Miss Katherine, . . . . .	\$5 00
Allen, Mrs. Lamson, . . . . .	1 00
Ball, Miss Helen, . . . . .	1 00
Ball, Mrs. Phineas, . . . . .	1 00
Bigelow, Mrs. Abbie, . . . . .	1 00
Brigham, Mrs. John S., . . . . .	1 00
Clark, Miss Harriet E., . . . . .	5 00
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Comins, Mrs. E. I., . . . . .	1 00
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Gage, Mrs. Homer, . . . . .	5 00
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Harrington, Mrs. Gilbert H., . . . . .	1 00
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Knowles, Mrs. Hester B., . . . . .	20 00
Lowell, Mr. A. S., . . . . .	5 00
Moen, Mrs. Philip W., . . . . .	1 00
Morgan, Mrs. Charles F., . . . . .	1 00
Morse, Mrs. Emma de F., . . . . .	1 00
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Norcross, Mrs. James A., . . . . .	5 00
Rice, Mrs. William E., . . . . .	5 00
Richardson, Mrs. W. A., . . . . .	1 00
Schmidt, Mrs. H. F. A., . . . . .	1 00
Scofield, Mrs. J. M., . . . . .	5 00

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*Amount carried forward, . . . . .* \$98 00

<i>Amount brought forward,</i>	.	.	.	.	\$98 00
Sinclair, Mr. John E.,	.	.	.	.	1 00
Sinclair, Mrs. John E.,	.	.	.	.	1 00
Thayer, Mrs. Adin,	.	.	.	.	5 00
Thayer, Mrs. Edward D.,	.	.	.	.	10 00
Torrey, Mrs. Lewis H.,	.	.	.	.	1 00
Washburn, Mrs. Charles G.,	.	.	.	.	25 00
Wheeler, Mrs. Leonard,	.	.	.	.	5 00
Witter, Mrs. Henry,	.	.	.	.	1 00
Wood, Mrs. E. M.,	.	.	.	.	6 00
Wyman, Miss Florence W.,	.	.	.	.	1 00
					<hr/>
					<sup>1</sup> \$154 00

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<sup>1</sup> Subscriptions amounting to \$7 were received after the accounts were closed for the year.







**FIFTY-NINTH ANNUAL REPORT**  
**OF**  
**THE TRUSTEES**  
**OF THE**  
**MASSACHUSETTS**  
**SCHOOL FOR THE FEEBLE-MINDED**  
**AT WALTHAM,**  
**FOR THE**  
**FOURTEEN MONTHS ENDING NOVEMBER 30, 1906.**



**BOSTON:**  
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**1907.**

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**THE STATE BOARD OF PUBLICATION.**

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Vice-President.  
FRANK G. WHEATLEY.

Treasurer.  
MR. RICHARD C. HUMPHREYS.

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Mrs. LAVINIA DONNELL.	

**Supervisors at Templeton Colony.**

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Mrs. Edith Prescott Wolcott, Boston.  
Henry A. Wood, M.D., Waltham.  
Miss Caroline Yale, Northampton.

# Commonwealth of Massachusetts.

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## TRUSTEES' REPORT.

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MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED.  
WAVERLEY, Dec. 1, 1906.

*To the Corporation, His Excellency the Governor, the Legislature, and the State Board of Insanity.*

The trustees have the honor to present their annual report for the fourteen months ending Nov. 30, 1906. The addition of two months is caused by the action of the Legislature in requiring all State institutions to end their fiscal year on the last day of November of each year.

We have now 1,147 feeble-minded inmates, of whom 1,067 are at Waverley and 180 at Templeton. For the details of the different classes, admissions, discharges and deaths we refer you to the superintendent's report, submitted herewith.

The Legislature of 1906 granted the requests made by the trustees in the last annual report, as follows:—

For constructing and furnishing two brick buildings for nurses, a sum not exceeding \$30,000; for constructing and furnishing two buildings for patients, a sum not exceeding \$30,000; and for constructing and furnishing two wooden houses for male employees, a sum not exceeding \$5,000. For building an addition to the farmhouse dining-room, a sum not exceeding \$2,000; for the purchase of laundry machinery, a sum not exceeding \$1,800; and for constructing barns, hay sheds and silos at Templeton Colony, a sum not exceeding \$6,200.

Ground is broken and work is begun on the two new homes for nurses and the two buildings for male employees, as above authorized, and some of the work at Templeton is nearing completion.

The mangle has been installed for some time, and is giving great satisfaction.

This year has witnessed the partial settlement at least of a problem which has been ever present since the school was founded.

A glance back over the annual reports of the trustees will call attention to the fact that faster than enlargements of its capacity could be made came ever-increasing demands for admission; at first from all New England, later, as other States established their own institutions, from Massachusetts alone, but always for more than our accommodations could care for. Last year this Board decided that the limit capacity of one institution has been reached, and they recommended that the Commonwealth provide another school on lines similar to our own, to be located in a different part of the State. The Legislature of 1906 lent ready ears to the suggestion, with the result that chapter 506 of the Acts of 1906, establishing a second school for the feeble-minded, was enacted. As soon as this new Board can be formed and supply itself with a plant, one heavy burden will have been lifted from our shoulders. We cannot dismiss this subject without commenting on the quick and sympathetic appreciation shown by the Legislature as soon as this urgent need was pointed out to it.

The past year has been a marked one in the history of the school, in that many changes, in the line of the further perfection of our plant, have been completed; as, for example, the enlargement and development of the laundry, the new out-of-doors ward to the hospital, and the final completion and occupation of the superintendent's house. Two new dormitories, one for boys and one for girls, are completed and nearly ready for occupancy.

From time to time, as special needs become apparent, we shall need further additions, — to our training rooms, to our class rooms, to our manual training building and to our hospital, — appropriations for some of which we ask for this year.

Different conditions and changed requirements in the employment of labor may require still more outlay in the future. The cellars of all our buildings of recent years have been dug

by the boys, but we regret to say that this year the big boys suitable to do such work cannot be spared from Templeton.

The establishment of the new school for the feeble-minded, before referred to, leaves us free to develop our school within the limitation of numbers we have established. The colony at Templeton takes the older boys, and, with the expansion already planned for there, will leave room at Waverley for young children of school age to be admitted. Many of these, after a few years of personal oversight, will be found fitted to return to their parents, — indeed, this has been the case already; others will later find their way to the colony, as to a long-term graduate school, where, in close contact with nature, they will lead happy and useful lives.

The colony is the crowning success of our efforts for the amelioration of the feeble-minded boys. Their time is fully occupied from the hour when they get up in the morning until they seek their beds at night. The day is filled with occupations which absorb their interest and exercise their muscles. They help in preparing the ground for the seed in the spring, help in the cultivating and weeding in the summer, and in the fall they see the glorious result of the harvest stock the barns, or go in enormous wagon loads to the railroad for shipment to the home family at Waverley. The corn, the beans, the beets, the onions, the potatoes, are all finished products of their labor, and they are proud of them. The changing seasons bring different occupations, all of interest and all health-giving. As we have said many times before, sickness here is almost unknown. Contrast this picture with that of the inmate of the conventional institution, who, although usually occupied in some way, yet sits in-doors, with only the stated opportunities for out-door exercise.

Our large girls are well and happily employed in the laundry and the sewing rooms. Three of them have been sent out this year, practically discharged, into the families of persons who are responsible for their safety and welfare. We are encouraging such disposition of girls who can be safely entrusted to others, on account of our strong aversion to keeping women restrained by a life sentence, as it were. We hope this is the

beginning of a practice which will result in sending out many of our girls. The effect of it is shown already in its influence upon the contentment of other inmates.

We ask the Legislature for an appropriation of \$24,000 to more than double the present capacity of our manual training building; for an appropriation of \$10,000 to make much needed additions to our hospital group; for an appropriation of \$4,000 to make needed additions to the laundry; and for an appropriation sufficient to equip the group of farmhouse buildings with electric lights.

Plans have also been made for the two houses for male employees authorized by the last Legislature. The appropriation for this purpose was \$5,000, and the lowest bid for the construction of these buildings amounted to a little over \$8,000. An additional appropriation of \$3,000 will be necessary in order to construct these buildings, which we also ask for.

We feel compelled to call your attention to the fact that during the past year our estate at Waltham has been subjected to the ravages of the gypsy moth. Our superintendent instituted an active campaign against them, enlisting the services of the children as far as practicable, and offering rewards for the greatest number collected. The expense, however, was serious, and was paid for as emergency work. The coming year, according to the estimate of the agent of the Gypsy Moth Commission, the work will cost us \$5,000. The need is a serious one, as without thorough, systematic work we should probably lose most of our trees this next year. We ask for an appropriation of \$5,000 for this purpose.

The trustees are gratified to call attention to the public expression, by the Chief Executive of the Commonwealth, of the wide-spread appreciation of the work that has been accomplished by our talented superintendent. In addition to rare natural talents for this service, he has devoted a life of study and hard work to the solution of the problems ever confronting this institution. Of how well he has succeeded, this splendid plant, and the happy, busy faces that fill it, are the best evidence. We republish again this year the admirable extract from his 1896 report, to which we are never tired of referring.

We cannot close our report without alluding to the life that has closed since the beginning of our year.

John S. Damrell died on the third day of November, 1905, after more than thirty years of continuous service on this Board. He was the last of the Board of Trustees who served with Dr. Howe, the founder of the school. He was a gentleman of the old school, kind-hearted and true, most tender with the children and sympathetic in their troubles, a good representative of the philanthropic side of our association. He knew many of the children by name, and their history. He was a strong friend of this Board before the Legislature, for the members all knew him by reputation, if they did not know him personally.

We have missed him at our meetings, and we shall continue to miss him as the years go on.

CHARLES FRANCIS ADAMS, 2d.  
FRANCIS J. BARNES.  
FRANCIS BARTLETT.  
LUANN L. BRACKETT.  
THOMAS W. DAVIS.  
FREDERICK P. FISH.  
CHARLES S. HAMLIN.  
WILLIAM W. SWAN.  
CHARLES E. WARE.  
JOSEPH B. WARNER.  
FRANK G. WHEATLEY.  
CHARLES F. WYMAN.

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At a meeting of the corporation, held Oct. 10, 1906, the president, among other things, said: —

I will add that it seems advisable that henceforth we hold our annual meeting on the second Thursday of December, instead of the second Thursday of October, as at present. This will cut us off from holding our annual meeting on an October day, generally so beautiful here at Waverley, and necessitate our coming together in a winter month, when the weather is likely to be unfavorable. But there seems no other course to be followed, and we shall ask the corporation at this meeting to amend our by-laws so that the annual meeting may be held in early winter, instead of in the autumn.

But to keep up the interest of the corporation in the school, or to increase their interest, the trustees will at this meeting ask authority to call each year a special meeting of the corporation, to be held in June or July, either at the school in Waverley or at the colony at Templeton, to be known as "Corporation Visiting Day," the expenses therefor to be provided from the private income of the corporation. Under such a vote, we next year should spend the first Visitors' Day at Templeton. We are particularly desirous that members of the corporation shall see for themselves what has been accomplished at the colony.

The by-laws were afterwards amended, and a vote establishing "Corporation Visiting Day" was passed.

## SUPERINTENDENT'S REPORT.

*To the Trustees of the Massachusetts School for the Feeble-minded.*

I hereby submit the following annual report for the fourteen months ending Nov. 30, 1906:—

	Males.	Females.	Totals.
Number present Sept. 30, 1905, . . . . .	617	411	1,028
Admitted during the year, . . . . .	124	98	222
Whole number present, . . . . .	741	509	1,250
Discharged during the year, . . . . .	52	24	76
Died during the year, . . . . .	12	15	27
Number present Nov. 30, 1906, . . . . .	677	470	1,147
Average number present, . . . . .	—	—	1,057
School cases admitted, . . . . .	75	54	129
Custodial cases admitted, . . . . .	49	44	93
Private cases now present, . . . . .	—	—	54
Massachusetts school beneficiaries, . . . . .	—	—	417
Custodial cases supported by the State, . . . . .	—	—	212
Custodial cases supported by cities and towns, . . . . .	—	—	409
Beneficiaries of other New England States, . . . . .	—	—	42
Number at Templeton colony, . . . . .	—	—	180
Applications for admission during year, . . . . .	—	—	397

Of the 222 admissions, 107 were young, teachable pupils; included in this number are pupils capable of very great improvement. It has been many years since we have received so large a proportion of improvable cases. Thirty-nine of the ad-



missions were females over fourteen years of age, and 35 males over fourteen years of age; 23 of these adults were of a very improvable type. Thirty-three of the admissions were of the class requiring much nursing and care, and not particularly susceptible to educational influences.

Of the above admissions, 18 were cases of spastic paralysis, 2 were insane and 8 were insane imbeciles; 4 were hydrocephalic, 2 were microcephalic, 8 were of the Mongolian type of idiocy; 4 were totally blind, 2 were deaf and 4 were epileptic. Four pupils were admitted from the State Industrial School for Girls at Lancaster and 6 from the Lyman School for Boys.

The large number of admissions for the past two or three years has greatly diminished the urgency of the applications now on file. We have admitted the most troublesome cases, and those requiring the most care and causing the most anxiety in the community. The new applications for the year show a slight falling off, as compared with those for last year.

Of the 76 discharges, 47 were taken away by their parents for various reasons; 3 were kept at home to attend public school; 6 New England beneficiaries were withdrawn to make room for younger pupils; 12 went to work for wages; 5 ran away and were not returned; 3 were removed by overseers of the poor. Of those who were discharged to work for wages, 3 are working as farm hands; 3 are working in a factory; and 1 each is working in a machine-shop, paper-mill and foundry respectively; 1 each as bootblack, messenger boy and as steward on a steamboat.

Of the total number of discharges, 28 are so improved as to be capable of practical self-support, if their work could be supervised and directed, either at home or under protected employment. Every one of these pupils showed decided mental and physical improvement; 36 other cases were returned to their friends in a decidedly improved condition; 12 of the cases discharged were not improved either physically or mentally.

The general health of our large family has been excellent. It has frequently happened that for days at a time we have had no cases of acute illness. The congregation of a large number of children near a great city, with frequent visiting of friends who may carry infection, makes it almost certain that each year

we shall be called upon to deal with cases of infectious or contagious disease. Early in the autumn we had 21 cases of scarlet fever, with 1 death. There were 112 cases of measles of a severe type, with 2 deaths. Five cases of typhoid fever developed in one house within three days of each other, with 1 death; no other cases preceded or followed this group.

We have accumulated a large number of cases who have always been delicate and feeble, needing continuous hospital care and nursing. We have many inmates well along towards middle age, with an increasing liability to illness. We now have two small detached hospital blocks, each with room for 12 patients. We now need another hospital block to provide for 25 patients.

There were 27 deaths during the year, — less than 3 per cent. of the average number present. Of these deaths, 8 resulted from pulmonary tuberculosis; 6 of these cases were suffering from tuberculosis when admitted; 2 were bedridden from the date of admission. Four deaths resulted from organic brain disease; 4 from acute lobar pneumonia; 2 from exhaustion of chronic idiocy; 2 from measles; and 1 each from cerebral hemorrhage, cerebral meningitis, acute enterocolitis, epilepsy, organic heart disease, scarlet fever and typhoid fever.

The following table shows the age of the 1,147 inmates in the institution at the close of the fourteen months, ending Nov. 30, 1906:—

	Males.	Females.	Totals.
Under 5, . . . . .	4	1	5
From 5 to 10, . . . . .	92	46	138
From 10 to 15, . . . . .	193	115	308
From 15 to 20, . . . . .	174	124	298
From 20 to 25, . . . . .	109	69	178
From 25 to 30, . . . . .	62	50	112
From 30 to 35, . . . . .	22	27	49
From 35 to 40, . . . . .	11	20	31
From 40 to 45, . . . . .	4	6	10
From 45 to 50, . . . . .	4	7	11
Over 50, . . . . .	2	5	7
	677	470	1,147

In these reports in former years we have described and discussed in detail the methods of instruction and training employed in this and other institutions for the feeble-minded. There have been no radical changes in the general plan of instruction. We have now more pupils under training than ever before. The admission of so many young, improvable children has taxed fully the capacity of our classes and class rooms.

The pupils in our regular classes continue to show as much improvement as in years past. We have greatly enlarged and extended the scope of our classes for manual instruction. In the sloyd classes, under Miss Johnson, the more advanced boys learn to use wood-working tools with a good deal of precision. The models made by these pupils compare favorably with the work of normal boys in the public schools.

In the four class rooms in the manual training building, Mr. Ray, with four assistants, conducts the classes in painting, shoe repairing, furniture repairing, printing, cane seating of chairs, brush making, etc. The articles made or repaired by the boys are used in every department of the school. These boys show the greatest pride in exhibiting the results of their handiwork. The direct educational value of the work done here is very apparent. Mr. Ray also directs the elementary classes in manual training, where boys are taught the use of common tools, how to drive nails, how to use a screwdriver or gimlet, to use a saw carefully and accurately, to use a pocket knife with a definite purpose, etc.

For the girls, the domestic training classes of Miss Ross, in the well-equipped class room, have more than realized our expectations. These pupils have acquired a hitherto unknown degree of efficiency in plain cooking, waiting on table, laundry work and housekeeping generally.

Every girl of suitable age and capacity receives regular instruction in plain sewing, darning, mending, the use of sewing machine, etc. For the girls we have also added a special department for instruction in knitting, weaving of rugs, braiding of rugs, and other hand work of this kind. The pupils in this department for manual work are under the instruction of Miss van Campen, who has been especially trained and has had successful experience in this work. In these manual classes we

expect to do for the girls what we have long done for the boys with sloyd and manual training.

The rapid increase in the number of young pupils has already caused our new manual training building to be entirely inadequate for our needs. This building should be enlarged to at least three times its present size, in order to accommodate classes now formed.

The fondness of feeble-minded children for music and the ability which they show in simple musical performance has long been proverbial. Each schoolroom or sitting room has a piano or organ, and vocal or instrumental music is the chief factor in the many entertainments. Singing is the one great relaxation and recreation of the children. Musical instruction has long been recognized as a valuable educational factor in this work. Hitherto this work has been done in the regular school classes, but Miss Boynton, the music teacher, now devotes her entire time to the instruction of classes of boys and girls in vocal and instrumental music.

The following repairs and improvements have been made at Waltham during the year: —

A one-story hospital camp has been added to the hospital group of buildings. This camp is 20 by 35 feet in size, with mosquito-screen walls, and drop curtains at the sides for protection from rain or wind. It provides admirably for the "out-door" treatment of tuberculosis and other diseases. It has been occupied continuously during the summer months, with great benefit and comfort for the patients.

A veranda, about 35 by 60 feet, protected by an awning, has been built on the sheltered side of the West Building, with a door leading directly from the day room, making a clean, comfortable place for the out-door life of the many helpless children in that building. In that building we have 31 children who are unable to walk, and 29 children who can move about only with great difficulty. In fine weather these children spend nearly all of the day on this veranda.

The engine which for so many years furnished the power for the laundry became worn out, and our laundry machinery is now operated by electric motors installed during the year.

In the bakery we have installed an electrically operated dough mixer, which quickly kneads four barrellfuls of flour at a time.

The sewing machines in the sewing room are now run by electric power, greatly relieving the girls who do the sewing.

The wooden floor beams and girders under the laundry floor have been replaced by steel beams. This floor is directly over the boiler room, and the ceiling of the boiler room has been covered with wire lathing and plaster, making our power plant practically fireproof.

At the West Building the kitchen has been enlarged by a one-story addition, 20 feet square, with two outside walls formed entirely of windows, affording very free ventilation and an abundance of light.

A large poultry yard has been erected near one of the houses occupied by female patients. These girls will have the entire charge of the poultry in these yards. We have also a small-fruit garden near the same building, and this is also to be cultivated and cared for by the female patients.

The main kitchen of the Administration Building is in process of reconstruction, and when completed will be very convenient and of ample size. In this kitchen we have installed a fine new equipment of steam-cooking apparatus.

The new fireproof dry room and the new steam mangle have greatly facilitated the work in the laundry.

The current expenses for the fourteen months were \$234,-746.06, or \$3.65 per week per capita.

The new dormitories for male and female patients respectively are ready for occupancy. The furnishings have been received, and both buildings will soon be occupied. Pending the completion of the four new buildings for employees, the second story of the dormitory for boys will be devoted to the accommodation of employees. Comfortable temporary cubicle rooms have been constructed for this purpose. It has been very difficult to provide rooms for the extra employees required by the new eight-hour law.

Under the appropriation granted the present year, plans have been completed for the two nurses' homes, and the work has been begun on the foundations. These buildings should be roofed in before the cold weather, and be ready for occupancy in the summer.

Plans have also been made for the two houses for male employees, authorized by the last Legislature. The appropriation

for this purpose was \$5,000, and the lowest bid for the construction of these buildings amounted to a little over \$8,000. An additional appropriation of \$3,000 will be necessary in order to construct these buildings.

The dining-room addition at the farmhouse and the two buildings for the care of special cases will not be constructed until next season.

The estate at Waltham is in the midst of an area now thickly infested by the brown-tail and gypsy moths. During the period about \$4,000 has been expended in the attempt to combat these pests. Our trees are now very seriously affected. Of the 149 acres in the estate, more than 100 are heavily wooded.

It is a pleasure to record briefly the story of another happy and prosperous year at the farm colony at Templeton. The "Brook House," the fourth group of farm buildings, was opened early in January, with the transfer of a group of boys from the school at Waltham. These boys at once became contented and happy, and not one of them is willing to return to the school. They have taken the greatest interest in the grading about the buildings, the clearing up of the old farm land and the cultivation of the crops. Already, as in previous transfers, every boy shows marked mental, physical and social improvement, as a result of the almost ideal conditions and environment.

At the four farm groups at the colony, with 180 inmates, there have been only 3 cases of acute illness and no deaths for the past year.

The work of developing the material resources of the estate at Templeton is progressing steadily. This year over 17 acres of rough land has been made ready for cultivation.

The old barn at the "Farm House" colony has been converted into a convenient and commodious storehouse for the proper storage and packing of crops, preparatory to shipment to Waltham, for the storage of grain in bulk, etc. The basement of this building has been made into a frost-proof vegetable cellar of large capacity. The need for extensive provision of this sort has been emphasized by the results of our farming operations this year. Among other things, we have raised over 3,700 bushels of potatoes, 14 tons of squash, 600 bushels of beets, 900 bushels of turnips, 200 bushels of onions and 300

barrels of apples. We have shipped 11 full carloads of farm produce to the school at Waltham, all to be used as food.

This year there was a magnificent crop of 46 acres of ensilage corn. Four silos have been filled, and there is a large stock of dry fodder in addition.

Under the appropriation of the present year, two new silos have been erected and are in use. Two new barns and hay sheds are under construction, and will be completed before winter.

We are gradually developing a fine herd of milch cows at the colony. At the school at Waltham last year 30,452 cans of milk, at a cost of \$12,447, were purchased. Within a few years we expect to produce this milk at the farm colony, to be shipped to the school at Waltham.

Since the opening of the colony the only fuel that has been used there has been wood grown on the estate. The wood used has been practically waste wood, — crippled or disabled trees, or trees that had reached their maturity and would soon decay, if not cut. We have found that pine stumps, of which there are thousands on the estate, make admirable fuel for the large stoves in the dormitories and day rooms. The removal of the wood described leaves the forests in better condition. Indeed, there is probably more wood on the place to-day than when it was first occupied by the school. The normal growth is greater than the present consumption.

The material prosperity of the colony — the visible, substantial result of the boys' happy industry — is a powerful if not indispensable factor in producing the content and tranquillity and self-respect which has so uniformly been shown by properly selected boys transferred to the colony. They are proud of their work.

I cannot adequately express my gratitude to the trustees for the advice and support which they have so freely given me concerning the management of the school.

Respectfully submitted,

WALTER E. FERNALD, M.D.,

*Superintendent.*

## TREASURER'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, *in account with*  
 RICHARD C. HUMPHREYS, *Treasurer*, OCT. 1, 1905, TO  
 DEC. 1, 1906.

### *Payments during Year.*

**New buildings and improvements: —**

West building (Resolves 1905, chapter 85), . . . . .	\$2,305 20
Templeton (Acts 1903, chapter 414), . . . . .	198 39
Addition to laundry (Resolves 1905, chapter 85), . . . . .	4,000 00
Barn, Templeton (Resolves 1905, chapter 85), . . . . .	1,689 09
Coal pockets (Resolves 1903, chapter 72), . . . . .	775 07
Superintendent's house (Acts 1903, chapter 414), . . . . .	202 39
Furnishings, fourth colony, Templeton (Resolves 1905, chapter 85), . . . . .	164 75
Ice house, Templeton (Resolves 1905, chapter 85), . . . . .	400 00
Repairs, administration building (Resolves 1905, chapter 85), . . . . .	923 77
Templeton barns, etc. (Resolves 1906, chapter 84), . . . . .	2,277 70
Fifth colony, Templeton (Acts 1905, chapter 444), . . . . .	27 00
Templeton (Resolves 1900, chapter 36), . . . . .	5,753 04
Furnishings, superintendent's house (Acts 1903, chapter 82), . . . . .	1,000 00
Mangle for laundry (Resolves 1906, chapter 84), . . . . .	1,800 00
New electric plant (Acts 1904, chapter 323), . . . . .	122 83
Shed, Templeton (Resolves 1905, chapter 85), . . . . .	300 00
Dormitories (Acts 1902, chapter 434), . . . . .	164 57
Furnishing boys' and girls' homes (Resolves 1905, chapter 85), . . . . .	5,583 53
<i>Amount carried forward,</i> . . . . .	<u>\$27,687 33</u>



<i>Amount brought forward,</i> . . . . .	\$27,687 33	
<i>New buildings and improvements — Concluded.</i>		
Boys' and girls' homes (Acts 1905, chapter 444), . . . . .	60,047 16	
Men's homes (Acts 1906, chapter 500), . . . . .	75 42	
Nurses' homes (Acts 1906, chapter 500), . . . . .	517 87	
		\$88,327 78
State of Massachusetts, expenses to superintendent, . . . . .		234,361 19
Printing annual report, . . . . .		35 75
Collections at school sent to State Treasurer, . . . . .		74,614 83
Board of inmates paid from income, . . . . .		2,202 85
Loan to superintendent for working capital, . . . . .		2,000 00
Balance on hand Dec. 1, 1906, . . . . .		8,453 20
		<u>\$409,995 60</u>

*Receipts during Year.*

Balance on hand Oct. 1, 1905, . . . . .	\$8,825 91	
Income from funds, . . . . .	2,865 89	
<i>New buildings and improvements from State:—</i>		
West building (Resolves 1905, chapter 85), . . . . .	\$2,305 20	
Templeton (Acts 1903, chapter 414), . . . . .	198 39	
Addition to laundry (Resolves 1905, chapter 85), . . . . .	4,000 00	
Barn, Templeton (Resolves 1905, chapter 85), . . . . .	1,689 09	
Coal pockets (Resolves 1903, chapter 72), . . . . .	775 07	
Superintendent's house (Acts 1903, chapter 414), . . . . .	202 39	
Furnishings, fourth colony, Templeton (Resolves 1905, chapter 85), . . . . .	164 75	
Ice house, Templeton (Resolves 1905, chapter 85), . . . . .	400 00	
Repairs, administration building (Resolves 1905, chapter 85), . . . . .	923 77	
Templeton barns, etc. (Resolves 1906, chapter 84), . . . . .	2,277 70	
Templeton (Resolves 1900, chapter 36), . . . . .	5,753 04	
Fifth colony, Templeton (Acts 1905, chapter 444), . . . . .	27 00	
Furnishing superintendent's house (Acts 1904, chapter 82), . . . . .	1,000 00	
Mangle for laundry (Resolves 1906, chapter 84), . . . . .	1,800 00	
New electric plant (Acts 1904, chapter 323), . . . . .	122 83	
		<u>\$21,639 23</u>
<i>Amounts carried forward,</i> . . . . .		\$11,691 80

<i>Amounts brought forward,</i>	\$21,639 23	\$11,691 80
New buildings and improvements from State — <i>Concluded.</i>		
Shed, Templeton (Resolves 1905, chapter 85),	300 00	
Dormitories (Acts 1902, chapter 434),	164 57	
Furnishing boys' and girls' homes (Resolves 1905, chapter 85),	5,583 53	
Boys' and girls' homes (Acts 1905, chapter 444),	60,047 16	
Men's homes (Acts 1906, chapter 500),	75 42	
Nurses' homes (Acts 1906, chapter 500),	517 87	
		88,327 78
State of Massachusetts, for expenses,		234,361 19
Collections at school: —		
Public board,	\$56,444 42	
Private board,	16,243 50	
Farm products,	123 46	
Clothing,	770 17	
Miscellaneous,	927 59	
Miscellaneous (salaries not called for),	105 69	
		74,614 83
Legacy from estate of Joseph H. Center,		1,000 00
		<u>\$409,995 60</u>

RICHARD C. HUMPHREYS,

*Treasurer.**Invested Funds, Dec. 1, 1906.*

	Par Value.
2 bonds Boston & Maine,	\$2,000 00
3 bonds Boston & Lowell,	3,000 00
1 bond town of Belmont,	1,000 00
5 bonds city of Waltham,	5,000 00
6 bonds Illinois Central,	6,000 00
3 bonds city of Newton,	3,000 00
1 bond town of Stoughton,	1,000 00
5 bonds Nashua Street Railway,	5,000 00
10 bonds Baltimore & Ohio,	10,000 00
4 shares State Street Trust Company,	400 00
50 shares Trimountain Trust,	5,000 00
Note and mortgage, C S. Judkins, South Boston,	13,743 00
Amount in hands of superintendent as working capital,	4,000 00
Cash in Boston Safe Deposit and Trust Company,	8,453 20
	<u>\$67,596 20</u>

BOSTON, Jan. 19, 1907.

*Board of Trustees, Massachusetts School for Feeble-minded, Boston, Mass.*

GENTLEMEN:—I have the honor to report that I have carefully examined the books of the treasurer of your Board from Oct. 2, 1905, to Nov. 30, 1906, and find the books to be properly balanced; the balance cash on hand Dec. 1, 1906, \$8,453.20, deposited to the credit of your institution in the Boston Safe Deposit and Trust Company.

I also find proper vouchers for all receipts and disbursements, which have been verified as far as possible with the books of the superintendent.

I have personally examined and checked over the invested funds, and find the same to be correct and in the hands of the treasurer at the present time.

Respectfully submitted,

F. E. ORCUTT, Auditor.

*Appropriations for Buildings and Improvements.*

	Total.	Expended.	Balance.
Templeton buildings (Resolves 1900, chapter 36), .	\$50,000 00	\$48,655 69	\$1,344 31
Administration building (Resolves 1901, chapter 81),	25,000 00	25,000 00	-
Men's homes (Acts 1906, chapter 500), . . . .	5,000 00	75 42	4,924 58
Waltham land (Acts 1902, chapter 484), . . .	35,000 00	30,842 00	4,158 00
Dormitories (Acts 1902, chapter 484), . . . .	95,000 00	95,000 00	-
Templeton (Acts 1903, chapter 414), . . . .	12,000 00	12,000 00	-
Nurses' homes (Acts 1906, chapter 500), . . .	30,000 00	517 87	29,482 13
Addition to bakery (Acts 1903, chapter 414), .	4,000 00	4,000 00	-
Furnishing boys' and girls' homes (Resolves 1905, chapter 85),	8,000 00	5,583 53	2,416 47
Manual training school (Acts 1903, chapter 414), .	16,000 00	16,000 00	-
Furnishing superintendent's house (Acts 1904, chapter 82),	1,000 00	1,000 00	-
Laundry machinery (Resolves 1906, chapter 84), .	1,800 00	1,800 00	-
Superintendent's house (Acts 1903, chapter 414), .	8,000 00	8,000 00	-
New electric plant (Acts 1904, chapter 323), . .	15,000 00	15,000 00	-
Boys' and girls' homes (Acts 1905, chapter 444), .	77,000 00	63,342 82	13,657 18
Barn, silo, shed, Templeton (Resolves 1905, chapter 85),	3,600 00	3,600 00	-
Barns, etc., Templeton (Resolves 1906, chapter 84), .	6,200 00	2,277 70	3,922 30
Fireproofing west building (Resolves 1905, chapter 85),	2,500 00	2,500 00	-
Fifth colony, Templeton (Acts 1905, chapter 444), .	14,000 00	27 00	13,973 00
Laundry addition (Resolves 1905, chapter 85), . .	4,000 00	4,000 00	-
Furnishing fourth colony, Templeton (Resolves 1905, chapter 85),	2,000 00	164 75	1,835 25
Ice house, Templeton (Resolves 1905, chapter 85), .	400 00	400 00	-
Repairs administration building (Resolves 1905, chapter 85),	1,500 00	923 77	576 23
Two buildings for patients (Acts 1906, chapter 500),	30,000 00	-	30,000 00
	-	-	\$106,289 45

## ANALYSIS OF CURRENT EXPENDITURES.

FOR THE FOURTEEN MONTHS ENDING NOV. 30, 1906.

Salaries, wages and labor:—		
Pay roll, . . . . .		\$88,044 05
Food:—		
Beans, . . . . .	\$1,025 83	
Bread and crackers, . . . . .	355 14	
Butter (\$3,505.81) and butterine (\$1,815.70), . . . . .	5,321 51	
Cereals, rice, meal, etc., . . . . .	1,798 12	
Cheese, . . . . .	173 38	
Eggs, . . . . .	1,321 79	
Flour, . . . . .	9,439 49	
Fish, . . . . .	1,550 75	
Fruit, . . . . .	1,422 71	
Meats, . . . . .	11,740 43	
Milk, . . . . .	12,648 02	
Molasses, . . . . .	528 58	
Sugar, . . . . .	3,073 21	
Sundries, . . . . .	1,160 92	
Tea, coffee, broma, cocoa, . . . . .	804 96	
Vegetables, . . . . .	2,979 66	
		55,344 50
Clothing and clothing material:—		
Boots, shoes and rubbers, . . . . .	\$4,755 74	
Clothing, . . . . .	4,463 92	
Dry goods for clothing, and small wares, . . . . .	5,505 24	
Furnishing goods, . . . . .	1,666 81	
Hats and caps, . . . . .	74 18	
Leather and shoe findings, . . . . .	457 73	
Sundries, . . . . .	3 10	
		16,926 72
Furnishings:—		
Beds, bedding, table linen, . . . . .	\$3,594 63	
Brushes, brooms, etc., . . . . .	321 68	
Carpets, rugs, etc., . . . . .	533 83	
Crockery, glassware, cutlery, etc., . . . . .	495 94	
Furniture and upholstery, . . . . .	1,936 73	
Amounts carried forward, . . . . .	\$6,882 81	\$160,315 27

<i>Amounts brought forward,</i>	\$6,882 81	\$160,315 27
Kitchen furnishings,	3,693 79	
Sundries,	62 12	
Wooden ware, buckets, pails, etc.,	443 99	11,082 71
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Heat, light and power:—		
Coal,	\$13,786 87	
Inspection of boilers,	49 00	
Oil,	499 67	
Sundries,	109 78	14,445 32
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Repairs and improvements:—		
Bricks,	\$338 74	
Cement, lime and plaster,	394 14	
Doors, sashes, etc.,	514 23	
Electrical work and supplies,	1,471 35	
Hardware, iron, steel, etc.,	1,645 78	
Lumber,	2,661 57	
Machinery,	1,168 11	
Mechanics and laborers (not on pay roll),	1,613 74	
Paints, oils, glass, etc.,	2,544 62	
Plumbing, steam fitting and supplies,	4,155 56	
Roofing and materials,	955 74	
Sundries,	25 54	17,489 12
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Farm, stable and grounds:—		
Blacksmith and supplies,	\$801 29	
Carriages, wagons and repairs,	675 58	
Fertilizers, vines, seeds, etc.,	2,483 21	
Harness and repairs,	374 13	
Hay, grain, etc.,	6,874 14	
Labor (not on pay roll),	82 80	
Live stock:—		
Cows,	66 50	
Horses,	537 00	
Miscellaneous (other live stock),	657 10	
Sundries,	842 37	
Tools, farm machines, etc.,	2,277 11	15,671 23
<hr/>		
Miscellaneous:—		
Books, periodicals, etc.,	\$483 42	
Chapel services and entertainments,	961 57	
Freight, expressage and transportation,	2,870 64	
Funeral expenses,	71 36	
Gratuities,	36 00	
Hose, etc.,	213 10	
Ice,	890 80	
<hr/>		
<i>Amounts carried forward,</i>	\$5,526 89	\$219,003 65

<i>Amounts brought forward,</i>	\$5,526 89	\$219,003 65
Labor (not on pay roll),	208 70	
Manual training supplies,	139 40	
Medical attendance, nurses, etc. (extra),	412 40	
Medicine and hospital supplies,	1,323 38	
Postage,	392 26	
Printing and printing supplies,	55 10	
Return of runaways,	76 70	
School books and school supplies,	670 06	
Soap and laundry supplies,	2,480 59	
Stationery and office supplies,	1,342 78	
Sundries,	51 70	
Telephone and telegraph,	517 52	
Tobacco,	9 07	
Travel and expenses (officials),	656 01	
Water,	1,879 85	
		15,742 41
Total,		\$234,746 06

## EXTRACT FROM SUPERINTENDENT'S REPORT, 1896.

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It will be seen that we have 145 males and 124 females over fifteen years of age. We are practically making a home for these 269 adults, and thereby ignoring the possibilities of practical training and discipline of the scores of young, teachable cases who are besieging us for admission. If we could maintain an age limit, and discharge nearly all of our pupils when the period of training and education was past, we should be able in this school to care for all the young, teachable, feeble-minded children in the State for many years to come.

But, unfortunately, it is not expedient to return to the community a large proportion even of the brighter pupils who have received all the instruction the school has to offer. Very few feeble-minded persons can be developed to the degree of usefulness and self-control necessary to enable them to earn money regularly, and to spend it in such a way as to independently maintain themselves in the outside world. Even those who have suitable homes, and friends able and willing to become responsible for them, by the death of these relatives are often thrown on their own resources, and eventually drift into idleness and pauperism, if not into crime. Indeed, in many cases the guardians of these children are unwilling to remove them, and beg that they be allowed to remain where they can be made happy and kept from harm. Many of these cases are homeless and friendless, and if sent away from the school could only be transferred to almshouses, where they become depraved and demoralized by association with adult paupers and vagrants of both sexes. They cannot be sent out into the world without a loud protest from their friends and the communities in which they are thrown. Even the brightest always need kindly but firm oversight and direction, rarely obtainable outside an institution.

The history of this and other similar institutions has proved that a large proportion of the able-bodied inmates, including many quite low in the mental scale, can be developed into very efficient workers at ordinary rough manual labor. Given the right sort of diet, bodily discipline, training of personal habits, plenty of sleep, plenty of out-door exercise and actual work from childhood, they grow up to be big, brawny, willing, happy laborers. They are not able to acquire the delicate skill that would enable them to work in a watch

factory or a printing office, or in any other trade or occupation requiring minute mechanical skill or the exercise of much independent judgment. As a class, they are unskilled laborers, but they are capable of doing an enormous amount of this simple work. Therefore, *if the right sort of work can be provided*, a large number of these trained adults of either sex, under intelligent supervision in an institution, are capable of doing a sufficient amount of work to pay for the actual cost of their support. The difficulty is to find a profitable market for this unskilled labor.

The experience of the Epileptic Colony at Bielefeld in Germany and the proposed plan of the Craig Colony for Epileptics in New York are very suggestive as to the line to be followed in making further provision for the feeble-minded in this State. A very large tract of low-priced land, at least 1,000 or 1,500 acres, might be secured in one of the sparsely settled parts of the State. No matter if the land is rough and rocky and covered with bushes, stones and stumps, — the better opportunity to utilize the capacity of this class for doing rough work. The estate should have a good water supply, an abundance of building stone, sand, gravel, clay for brickmaking, etc. On this land construct a plain, simple building, to accommodate, say, 100 inmates. To this building transfer 100 of our able-bodied adult male inmates.

This force could be set to work preparing for the next building. They could clear the ground, do all the levelling and grading and excavate the basement. They could build the roads, dig the trenches for water pipes and sewers, quarry the building stone and haul the stone and sand required for the building. If a little foresight was used, a locality could be selected where good clay for brickmaking could be obtained. The wood cut off the woodland would furnish fuel for burning the brick, all the work being done by the boys. The cleared land would be reclaimed and changed from wild woodland, worth practically nothing, into good grazing or perhaps tillage land. The cost of construction of the buildings necessary could be reduced to the lowest terms by the use of the building material already on the land or manufactured there, and by the utilization of the labor of the inmates in the rough work of construction. At no time in the history of an institution is the labor of its inmates so profitable as during the period of construction.

The buildings themselves should be exceedingly plain and simple. What intrinsic reason is there for building a more expensive structure than middle-class people build for their own dwellings?

As soon as the second building is completed, a second group of trained workers could be transferred from the school. Other buildings could be added from year to year, as needed. Large numbers of inmates would not be collected in any one building. The different groups of inmates would live in relatively small homes, practically



independent of each other, each group supervised and cared for by competent attendants and officers, under the direction of the general superintendent. One group of boys would work in the vegetable gardens located near the house where they live. Another group would have the care of the barns and the stock, etc. The milk, beef, potatoes and other vegetables, poultry, eggs and other food products ought to be produced within this community.

We know that the labor of the feeble-minded is especially applicable and profitable in this direction. For instance: at our barns we have 18 cows, 9 horses, 30 to 50 pigs and 75 or more hens. One paid employee, assisted only by some of the boys, takes the entire care of the barns and stock. This year we had over 20 acres under the plough, much of it used as a vegetable garden. All the work of preparing the ground, cultivating, hoeing, weeding and harvesting, was done by one paid employee, with the help of the boys.

Aside from the economic view, I believe a permanent home as sketched above would be an almost ideal arrangement if we wished only to insure to these people the greatest amount of happiness and comfort. The isolated situation, the large amount of land and the distance of the buildings apart, would make a large degree of freedom possible and desirable, and do away with many of the present unavoidable but irksome restraints of institution life.

Our school here at Waltham, when the two new dormitories are completed, will accommodate 600 inmates, at a cost for construction somewhat under \$600 per capita. An institution of the character briefly sketched above could be gradually established at an actual cash expenditure not over \$300 per capita, not including the price of the land. Given land enough, the cost of support of this class need not exceed \$2 per capita per week.

The plan outlined above, begun in a small way, could be indefinitely extended as needed. The trained graduates from the school could at once be given a field for the full exercise of their trained abilities, where they would not come in competition with normal people, and where they would be shielded from the temptations that assail them in the world outside; where they would get the slight supervision they always need, and where there would always be a market for whatever they were able to make or to do; in fact, place them under the right conditions for utilizing all the powers God has given them.

## CLASSIFICATION AND METHODS OF TRAINING AND INSTRUCTION.

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The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution, where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the northwest building and at the north-northwest building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farmhouse and at the east building are the adult males who are regularly employed in the farm work. Each of these departments has a competent matron, who lives in the building, and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into eight comparatively small families, each with distinctive and peculiar needs, and all under the same general management. This plan retains all the benefits of a small institution, and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the schoolrooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated

into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their

muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the schoolroom.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime

factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size and capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite

touching. This responsibility helps wonderfully in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of brightly-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries, but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds, children must be alert; and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized.

At least once a week during the school year some evening entertainment is provided for the children, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stereopticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens,

chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the schoolrooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horrors, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade,—all in great abundance. In the afternoon the entire family adjourns to the campus to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

## LAWS RELATING TO THE MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED.

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[ACTS OF 1850, CHAPTER 150.]

### AN ACT TO INCORPORATE THE MASSACHUSETTS SCHOOL FOR IDIOTIC AND FEEBLE-MINDED YOUTH.

*Be it enacted, etc., as follows:*

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECTION 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

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[REVISED LAWS, CHAPTER 87.]

SECTION 113. There shall be six trustees, on the part of the commonwealth, of the Massachusetts school for the feeble-minded, two of whom shall be annually appointed by the governor, with the advice and consent of the council, for a term of three years.

SECTION 114. The annual appropriation for the support of said school shall be made upon condition that the board of trustees shall be composed of twelve persons, six of whom shall be appointed by the governor, with the advice and consent of the council; that the governor, lieutenant governor, secretary of the commonwealth, president of the senate, speaker of the house and the two chaplains of the general court shall constitute a board of visitors to visit and inspect the institution as often as they see fit, to examine the by-laws and regulations enacted by the corporation, and generally to see that the object of the institution is carried into effect; and that the members of the general court for the time being shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting it.



SECTION 115. The Massachusetts school for the feeble-minded shall maintain a school department for the instruction and education of feeble-minded persons who are within the school age or who in the judgment of the trustees thereof are capable of being benefited by school instruction, and a custodial department for the care and custody of feeble-minded persons beyond the school age or not capable of being benefited by school instruction.

SECTION 116. Persons received by said corporation shall from time to time be classified in said departments as the trustees shall see fit, and the trustees may receive and discharge pupils at their discretion and may at any time discharge any pupil or other inmate and cause him to be removed to his home or to the place of his settlement or to the custody of the state board of insanity. They may also allow any inmate to be absent on a visit for not more than three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence, unless, during such period, such inmate becomes a charge to the commonwealth elsewhere.

SECTION 117. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this commonwealth as shall be designated by the governor upon the recommendation of the secretary of the board of education. Special pupils may be received from any other state or province at a charge of not less than three hundred dollars a year. The trustees may also at their discretion receive, maintain and educate in the school department other feeble-minded persons, gratuitously or upon such terms as they may determine.

SECTION 118. If, upon application in writing, a judge of probate finds that a person is a proper subject for the Massachusetts school for the feeble-minded, he may commit him thereto by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician, who is a graduate of a legally organized medical college and who has practised three years in this commonwealth, that such person is a proper subject for said institution. The fee of the judge for hearing and determining the application shall be three dollars, and if he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, which shall be paid upon the certificate of the judge by the county in which such application was heard.

SECTION 119. A person who intends to apply for the commitment of a feeble-minded person under the provisions of the preceding section shall first give notice in writing to the overseers of the poor of the city or town in which such feeble-minded person resides, of such intention; but if such feeble-minded person resides in Boston, such notice shall be given to the institutions registrar or

to the chairman of the insane hospital trustees instead of the overseers of the poor. Satisfactory evidence that such notice has been given shall be produced to the judge and shall accompany the order of commitment.

SECTION 120. The charges for the support of each inmate in the custodial department of said school shall be three dollars and twenty-five cents a week, and shall be paid quarterly. Such charges for those not having known settlements in the commonwealth shall, after approval by the state board of insanity, be paid by the commonwealth, and may afterward be recovered by the treasurer and receiver general of such inmates, if of sufficient ability, or of any person or kindred bound by law to maintain them, or of the place of their settlement, if subsequently ascertained; for those having known settlements in this commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement, unless security to the satisfaction of the trustees is given for such support. If any person or place refuses or neglects to pay such charges, or such amounts as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, the treasurer may recover the same to the use of the school as provided in section seventy-nine.

SECTION 121. A city or town which pays the charges and expenses for the support or removal of a feeble-minded person admitted to said school shall have like rights and remedies to recover the amount thereof with interest and costs from the place of his settlement, or from such person if of sufficient ability, or from any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECTION 122. The trustees of said school shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the amount appropriated by the commonwealth, the amount expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and employees, and such other information as the board may require, and shall also once in three months make a report to said board of the number of inmates received and discharged, respectively, during the preceding three months, the whole number then in the institution and the number of beneficiaries supported by the commonwealth, and such other information as the board may require.

SECTION 123. The state board of insanity may from time to time transfer from the state hospital, state farm, or any of the state insane hospitals, to the Massachusetts school for the feeble-minded

any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that he is a proper subject for said institution.

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[RESOLVES OF 1900, CHAPTER 36.]

*Resolved*, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding fifty thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded in erecting new buildings for the said school upon land of the Commonwealth at Templeton, and in providing a water supply and sewerage works for the same.  
[*Approved March 28, 1900.*]

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[ACTS OF 1902, CHAPTER 434, SECTION 2.]

From said loan expenditures may be made as follows:—

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding one hundred and thirty thousand dollars, for the following purposes: For two dormitories of sufficient capacity to accommodate one hundred and eighty inmates, and for furnishing the same, for additions to the present electric lighting and heating plants, and for an addition to the administration building, so-called, a sum not exceeding ninety-five thousand dollars; and for the purchase of additional land for the use of said institution, such purchase to be subject to the approval of the governor and council, a sum not exceeding thirty-five thousand dollars.

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[ACTS OF 1905, CHAPTER 175.]

SECTION 1. Annual appropriations, in addition to unexpended receipts, shall be made for the maintenance of each of the state hospitals and insane asylums, the Massachusetts hospital for dip-somaniacs and inebriates, the Massachusetts hospital for epileptics, the Massachusetts state sanatorium, and the Massachusetts School for the Feeble-minded. All accounts for the maintenance of the above institutions shall be approved by the trustees and filed with the auditor of accounts at the end of each month, and shall be paid out of the treasury of the Commonwealth. Full copies of the pay rolls and bills shall be kept at each institution, but the originals shall be deposited with the auditor of accounts as vouchers.

SECTION 2. All money received by said hospitals, asylums and

other institutions shall be paid into the treasury of the Commonwealth as often as once in each month. The receipts from each institution shall be placed to its credit, and shall be used for its maintenance during the following year.

SECTION 3. The provisions of the two preceding sections shall not affect the powers of the trustees of said institutions under the provisions of section twenty-three of chapter eighty-seven of the Revised Laws, section three of chapter eighty-eight of the Revised Laws, chapter one hundred and fifty of the acts of the year eighteen hundred and fifty, and acts in amendment thereof, nor their right to regulate or control the expenditure of any funds held by them under the provisions of said acts.

SECTION 4. Sections one hundred and twenty-seven, one hundred and twenty-eight and one hundred and twenty-nine of chapter eighty-seven of the Revised Laws are hereby repealed.

SECTION 5. This act shall take effect on the first day of January in the year nineteen hundred and six. [*Approved March 14, 1905.*]

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[ACTS OF 1905, CHAPTER 444.]

SECTION 2. From the aforesaid loan expenditures may be made as follows:—

. . . . .

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding ninety-one thousand dollars, for the following purposes: For constructing one-story buildings, of wood, for fifty patients, at the Templeton colony, a sum not exceeding fourteen thousand dollars; and for the construction at Waltham of two dormitories of sufficient capacity to accommodate two hundred inmates, a sum not exceeding seventy-seven thousand dollars.

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[RESOLVES OF 1905, CHAPTER 85.]

*Resolved*, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding twenty-two thousand dollars, to be expended at the Massachusetts School for the Feeble-minded, under the direction of the trustees thereof, for the following purposes: For the construction of an additional story for the dynamo building, with fireproof drying room, and for fireproofing the west building and for altering and repairing the administration building, a sum not exceeding eight thousand dollars; for furnishing the wooden buildings at Templeton for fifty patients, a sum not exceeding two thousand dollars; for furnishing the dormitories

at Waltham, a sum not exceeding eight thousand dollars; for the construction of a new barn, a sum not exceeding three thousand dollars; for the construction of a new shed, a sum not exceeding three hundred dollars; for the construction of an ice house, a sum not exceeding four hundred dollars; and for the construction of a silo, a sum not exceeding three hundred dollars. [*Approved May 18, 1905.*]

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[ACTS OF 1906, CHAPTER 500.]

SECTION 2. From the aforesaid loan expenditures may be made as follows:—

. . . . .

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding sixty-five thousand dollars, for the following purposes: For constructing and furnishing two brick buildings for nurses, a sum not exceeding thirty thousand dollars; for constructing and furnishing two buildings for patients, a sum not exceeding thirty thousand dollars; and for constructing and furnishing two wooden houses for male employees, a sum not exceeding five thousand dollars.

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[RESOLVES OF 1906, CHAPTER 84.]

*Resolved*, That there be allowed and paid out of the treasury of the Commonwealth the sum of ten thousand dollars, to be expended at the Massachusetts School for the Feeble-minded under the direction of the trustees thereof, for the following purposes: For building an addition to the farmhouse dining room, a sum not exceeding two thousand dollars; for the purchase of laundry machinery, a sum not exceeding eighteen hundred dollars and for constructing barns, hay sheds and silos at Templeton colony, a sum not exceeding sixty-two hundred dollars. [*Approved June 5, 1906.*]

## TERMS OF ADMISSION.

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Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

## RULES AND REGULATIONS.

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TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITOR. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof:

*provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

**MATRON.** — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

**VISITORS.** — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

**TOBACCO.** — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.



## BY-LAWS OF THE CORPORATION AND TRUSTEES OF THE MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED.

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### ARTICLE I. — TITLE.

The corporation shall be composed of the persons named in "An Act to incorporate the Massachusetts School for the Feeble-minded," and such persons as may be elected members by ballot at any legal meeting.

### ARTICLE II. — MEETINGS.

There shall be an annual meeting of the corporation on the second Thursday of December in every year, at which the following officers shall be chosen by ballot, namely: a president, a vice-president, six trustees, a treasurer, and a secretary, to serve until the next annual meeting, or until others are chosen and qualified in their stead: *provided, however*, that if, from any cause, the officers should not be elected at the annual meeting, they may be elected, or any vacancy filled, at any other meeting, regularly notified for the purpose.

### ARTICLE III.

Notice of the annual meeting shall be given by the secretary, by sending a written or printed notice to each member of the corporation.

### ARTICLE IV.

The president, or, in his absence, the vice-president, shall preside at all meetings of the corporation; and, in the absence of both, a president shall be chosen for the meeting.

### ARTICLE V.

The secretary shall call a special meeting of the corporation on the requisition of the Board of Trustees, or of any ten members of the corporation, notice being given as for the annual meeting.

### ARTICLE VI. — TRUSTEES.

The Board shall be composed of six persons chosen according to the second article, and of six persons appointed by the Governor and Council of the State of Massachusetts, as provided in the resolve passed by the Legislature and approved June 18, 1886.

It shall be the duty of the Board of Trustees to meet once a

quarter. Three shall form a quorum for ordinary business, but a majority of the whole shall be required for a quorum, at any meeting, to act upon the transfer of real estate or other property. They shall have power to take any measures which they may deem expedient for encouraging subscriptions, donations and bequests to the corporation; to take charge of all the interests and concerns of the school; to enter into and bind the corporation by such compacts and engagements as they may deem advantageous; to make such rules and regulations for their own government and that of the school, and not inconsistent with these by-laws, as may to them appear reasonable and proper, subject, however, to be altered or annulled by the corporation.

They shall annually appoint a superintendent, who shall nominate for their acceptance all necessary officers, assistants and servants, with such compensation as they may deem proper. They shall cause to be kept a fair record of all their doings, which shall be laid before the corporation at every meeting thereof; and at every annual meeting they shall make a report in writing on the treasurer's accounts and of the general state of the institution, comprising a statement of the number of persons received into and discharged from the same, the condition of the pupils, and an inventory of all the real and personal estate of the corporation.

#### ARTICLE VII. — SECRETARY.

It shall be the duty of the secretary to notify and attend all meetings of the corporation and the trustees, and to keep a fair record of their doings; and to furnish the treasurer with a copy of all votes of the corporation or of the trustees respecting the payment of money to be made by him.

#### ARTICLE VIII. — TREASURER.

It shall be the duty of the treasurer to receive and have the custody of all moneys and securities belonging to the corporation, which he shall keep and manage under the direction of the trustees. He shall pay no moneys but by their order, or the order of the committees, duly authorized. His books shall be open to the inspection of the trustees. He shall make up his accounts to the thirtieth day of November each year, together with an inventory of all the real and personal estate and of the debts due to and from the corporation, and present the same to the corporation at their annual meeting. He shall give such bonds for the faithful discharge of his duties as the trustees shall, from time to time, require.

#### ARTICLE IX. — ALTERATIONS.

These by-laws may be altered at any annual meeting of the corporation, by vote of two-thirds of the members present.

## NOTICE.

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### MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED.

The Massachusetts School for the Feeble-minded is located at Waltham, near the Clematis Brook station of the Fitchburg Division of the Boston & Maine Railroad, and about one mile from the Waverley stations of the Fitchburg and Massachusetts Central divisions. The railroad fare from Boston to Clematis Brook is fifteen cents each way. The distance from Boston is eight miles.

Electric cars leave the Park Street subway, Boston, for Waverley, every fifteen minutes; five-cent fare. Electric cars leave Waverley station for Waltham every hour, passing the entrance to the school grounds. A public carriage may be found at the Waverley station; fare, twenty-five cents. Clematis Brook is the nearest railroad station, but there is no public carriage at this station.

The post-office address is Waverley, Mass. Telegrams should be sent to Waverley. Express packages should be sent to Waverley. Packages for the children should be addressed to the school at Waverley. Always put the child's name on the outside of the package.

Friends of the children may visit them any Wednesday, Thursday or Saturday afternoon. No visiting on holidays.

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### TEMPLETON COLONY FOR THE FEEBLE-MINDED.

The farm colony of the Massachusetts School for the Feeble-minded is located in the town of Templeton. The colony is about three miles from the Baldwinville station of the Fitchburg division of the Boston & Maine Railroad; it is about two miles from the Templeton station of the Ware River division of the Boston & Albany Railroad.

The cars of the Athol & Gardner electric line go within one-half mile of the colony. The distance from Boston to Baldwinville is seventy-one miles, and the railroad fare is \$1.40 each way. A public carriage may be found at the Baldwinville station.

The post-office address is Baldwinville. The telegraph address is Baldwinville. Express packages should be sent to Baldwinville. Packages for the children should be addressed to the school at Baldwinville, and the child's name should always be put on the outside of the package.





REPORT OF THE LIBRARIAN  
OF THE  
STATE LIBRARY  
FOR THE  
FOURTEEN MONTHS ENDING NOVEMBER 30, 1906,  
AND  
ANNUAL SUPPLEMENT TO THE CATALOGUE.



BOSTON:  
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
18 POST OFFICE SQUARE.  
1907.

**APPROVED BY**  
**THE STATE BOARD OF PUBLICATION.**

## TRUSTEES OF THE STATE LIBRARY.

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EDWARD E. HALE . . . . .	BOSTON.
STEPHEN O'MEARA . . . . .	BOSTON.
WINFIELD S. SLOCUM . . . . .	NEWTON.

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## COMMITTEE ON LIBRARIES OF THE LEGISLATURE, 1906.

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MESSRS. HORTON H. HILTON, LOWELL, CHESTER W. CLARK, WILMINGTON, SILAS D. REED, TAUNTON,	} <i>Of the Senate.</i>
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MESSRS. GEORGE H. MOORE, BOSTON, ARTHUR W. BARKER, LYNN, GEORGE F. BIRCH, MILFORD, LEVI M. SNOW, FAIRHAVEN, HARRY E. MAPES, COHASSET, STEPHEN W. PHILLIPS, SALEM, FRANK J. GETHRO, BOSTON, MICHAEL J. COYLE, BOSTON,	} <i>Of the House.</i>
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## OFFICERS OF THE LIBRARY.

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C. B. TILLINGHAST . . . . .	LIBRARIAN.
MISS ELLEN M. SAWYER . . . . .	PRINCIPAL ASSISTANT.
MISS MARIA C. SMITH	} ASSISTANTS.
MISS JENNIE W. FOSTER	
MISS SUSY A. DICKINSON	
MRS. ANNIE G. HOPKINS	
J. F. MUNROE	
WILLIAM R. GRIFFIN . . . . .	MESSENGER.





# Commonwealth of Massachusetts.

## LIBRARIAN'S REPORT.

*To the Honorable Legislature of Massachusetts.*

The Librarian of the State Library, in accordance with section 30 of chapter 10 of the Revised Laws, submits the following report for the fourteen months ending Nov. 30, 1906 : —

### ADDITIONS.

*Number of Volumes added to the Library from Oct. 1, 1905,  
to Nov. 30, 1906.*

By purchase . . . . .	2,562
domestic exchange . . . . .	637
foreign exchange . . . . .	59
donation . . . . .	1,756
officers of government . . . . .	188
	<hr/>
	5,202

### *Pamphlets.*

By purchase . . . . .	215
domestic exchange . . . . .	261
foreign exchange . . . . .	69
donation . . . . .	3,524
officers of government . . . . .	236
	<hr/>
	4,305

Maps . . . . .	11
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## FINANCIAL STATEMENT.

DR.	COMMONWEALTH OF MASSACHUSETTS IN ACCOUNT WITH STATE LIBRARY.		CR.
1905. Oct. 1, 1905, to Nov. 30, 1906.		1906.	
	Paid W. B. Clarke Co. for books and periodicals.	\$2,973 94	
	Little, Brown & Co.	1,631 82	Amount drawn from appropriation for 1905 . \$13 92
	Canada Law Book Co.	439 95	Amount drawn from appropriation for 1906 . 9,622 50
	Boston Book Co.	427 90	
	George E. Littlefield	414 04	
	Schoenhof Book Co.	225 60	
	P. S. King & Son	209 00	
	West Publishing Co.	199 75	
	Lawyer's Co-op'tive Co.	172 00	
	F. S. Barton	150 00	
	Antiquarian B'k Concern	128 80	
	Old Corner Bookstore	103 30	
	Americus Book Co.	73 00	
	Funk & Wagnalls	54 00	
	Goodspeed's Bookshop	45 14	
	American Law Book Co.	42 60	
	H. W. Wilson Co.	41 60	
	George H. Walker & Co.	40 00	
	George Barrie & Sons	36 00	
	Alleyne Ireland	34 50	
	W. M. Grant	28 00	
	George H. Harlow	27 00	

N. E. Hist. Gen. Society	"	26 25
G. W. Bromley & Co.	"	25 00
L. J. Richards & Co.	"	25 00
E. Thompson Co.	"	24 00
Carswell & Co.	"	20 60
Sampson, Murdock & Co.	"	18 00
Burrows Bros.	"	15 48
George Lamb	"	15 00
Sundry small bills for books	"	137 99
William Parsons Lunt, scrapbooks	"	50 00
Halliday Photographic Co.	"	55 02
Ella S. Wood, arranging cards	"	90 00
Edward S. Sears, arranging newspapers	"	54 13
Martha E. Sawyer, making scrapbooks	"	106 00
Newspapers	"	82 93
Newspaper clippings	"	149 44
Binding	"	855 15
Expressage	"	178 70
Postage	"	131 74
Stationery	"	59 94
Incidental repairs	"	10 86
Printing	"	7 75
		<u>\$9,636 42</u>
		<u>\$9,636 42</u>

By the foregoing account, which embraces the fourteen months from Oct. 1, 1905, to Nov. 30, 1906, inclusive, it will be seen that the expenditures may be aggregated as follows : —

EXPENDITURES.	
Books, periodicals, pamphlets and maps . . . . .	\$7,805 36
Binding . . . . .	855 15
Messenger and other expenses . . . . .	975 91
	<hr/>
	\$9,636 42

The amount expended for books, periodicals, pamphlets and maps each year, for the last ten years, has been as follows : —

1897 . . . . .	7,083 96
1898 . . . . .	6,453 68
1899 . . . . .	6,815 21
1900 . . . . .	6,543 14
1901 . . . . .	6,543 08
1902 . . . . .	6,694 51
1903 . . . . .	7,126 82
1904 . . . . .	7,050 13
1905 . . . . .	8,496 01
1906 . . . . .	7,805 36

#### GROWTH OF THE LIBRARY.

The following table of comparisons will show at a glance the annual additions that have been made to the library during the past ten years, and the general classification of sources from which they were received : —

## Books.

	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.
By purchase . . . . .	2,033	2,264	2,195	2,289	1,989	2,252	2,263	2,324	2,315	2,562
domestic exchange . . . . .	526	606	493	471	759	569	774	528	769	637
foreign exchange . . . . .	21	70	63	56	44	66	51	70	57	59
donation . . . . .	1,332	1,257	1,222	1,334	1,749	1,346	1,308	1,565	1,368	1,756
officers of government . . . . .	275	138	111	156	238	162	282	267	151	188
Totals . . . . .	4,187	4,335	4,084	4,306	4,779	4,395	4,678	4,754	4,660	5,202

## PAMPHLETS.

By purchase . . . . .	632	567	428	396	301	343	510	364	309	215
domestic exchange . . . . .	109	80	129	168	388	139	363	210	339	261
foreign exchange . . . . .	45	9	8	11	31	12	5	5	7	69
donation . . . . .	4,220	3,968	3,643	3,397	3,301	3,403	2,764	2,629	3,078	3,524
officers of government . . . . .	218	515	183	1,412	395	272	174	157	160	236
Totals . . . . .	5,224	5,139	4,391	5,334	4,416	4,169	3,816	3,365	3,893	4,305

**PRESSING NEED OF MORE SHELF ROOM.**

The library now contains over 140,000 volumes, and has reached and passed the limit of its capacity for shelf room. It is now so badly crowded that the books in many cases are placed in double rows on the shelves, and resort is had to other temporary methods of relief, which are a serious detriment to the classification and rapid service of the library. This matter should receive immediate attention, as delay only tends to render the service of the library more difficult and unsatisfactory, and it is earnestly committed to the serious attention of the Legislature.

C. B. TILLINGHAST,  
*Librarian.*

Nov. 30, 1906.

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ANNUAL SUPPLEMENT

TO THE

CATALOGUE,

INCLUDING THE

ADDITIONS FOR THE FOURTEEN MONTHS ENDING NOV, 30, 1906.

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# ADDITIONS TO THE STATE LIBRARY

FOR THE

FOURTEEN MONTHS ENDING NOV. 30, 1906.

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*Note.*—The figures in brackets at the end of the titles indicate the sources from which the books were received; thus [1], received by purchase; [2], by exchange; [3], by donation (names of individual donors being added); [4], from officers of government.

Subject cross-references, except those under the headings *Boston, Massachusetts*, and *United States*, have been omitted from the list of additions for this year.

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- Abbott, Benjamin Vaughan and Austin.** Cyclopedic digest of all the decisions of all the courts of New York. 1st supplement, embracing the period Jan. 1, 1900—Jan. 1, 1906. Ed. and compiled by D. C. Blashfield, editor-in-chief. Vol. 1-2, v. 15-16 of the set. N. Y., 1906. 2 v. 1. 8°. vii, 1606 p.; v, 1607-3268 p. [1]
- Abbott, Edward.** John Summerfield Lindsay, Rector of St. Paul's Parish, Boston, 1889-1903, a memorial sermon, Jan. 24, 1904. *n.p.*, [1904]. 8°. 31, (3) p. Portrait. [3]
- Abbott, G. F.** Through India with the Prince. N. Y., 1906. 8°. x, 311 p. Plates and map. [1]
- Abbott, Howard Strickland.** A treatise on the law of municipal corporations. St. Paul, 1905-06. 3 v. 8°. [1]
- Abernethy, Arthur Talmage.** Did Washington aspire to be king. With an address on Washington, by S. W. Pennypacker. N. Y., 1906. 12°. 65 p. Portraits. [1]
- Abington, Conn.** Commemoration of the revolutionary soldiers of Abington, Conn.; addresses, papers, etc. [Clippings from the Putnam Patriot, Aug. 29, 1902.] 8°. (11) p. Illus. [1]
- Abrahams, Israel.** Chapters on Jewish literature. Philadelphia, 1899. 12°. 275 p. [1]
- Acworth, William Mitchell.** The elements of railway economics. Oxford, 1906. 12°. 159 p. [1]
- Adams, Charles Francis.** The Harvard tuition fee, its proposed increase. Reprinted from the September Harvard Graduates' Magazine; corrected, revised, and enlarged. *h.t.p.* [1904.] 8°. 48 p. [3, *Author.*]
- Ideal college training, the present elective system condemned, an address delivered before the Columbia College Chapter of the Phi Beta Kappa Society in New York City, June 12, 1906. [Springfield, 1906.] Broadside. (Springfield Republican, June 17, 1906, p. 19.) [3, *Author.*]
- Investigation and publicity as opposed to "compulsory arbitration," a paper read before the American Civic Federation, New York, Dec. 8, 1902. Boston, 1902. 8°. 14 p. [3, *Author.*]
- John Quincy Adams and speaker Andrew Stevenson of Virginia, an episode of the 22d Congress, 1832. From the Proceedings of the Massachusetts Historical Society. Cambridge, 1906. 8°. (50) p. [3, *Author.*]

Adams, Charles Francis, *continued.*

- Memoir of William C. Endicott, LL.D., communicated at a meeting of the Massachusetts Historical Society, Feb. 13, 1902. Cambridge, 1902. 8°. 20 p. Portrait. [3, *Author.*]
- A milestone planted, address at Lincoln, Mass., April 23, 1904, on the 150th anniversary of the incorporation of the town. *n.p.*, [1904]. 8°. 138 p. Illus. [3, *Author.*]
- A record of the exercises in honor of Rev. Edmund Dowse who completed his 60th year as pastor of Pilgrim Church, Sherborn, Oct. 10, 1898; also a brief history of Pilgrim Church: a biography of Doctor Dowse and the principal features of the published record of the jubilee celebration, 1888. Sherborn, 1898. 8°. 51, xxii p. Portrait. [3, *Author.*]
- Reflex light from Africa. *n.t.p.* [N. Y., 1906.] 8°. (11) p. [3, *Author.*]

Pages 101-111 of the Century Magazine, May 1906.

- Some phases of the civil war, an appreciation and criticism of Mr. James Ford Rhodes's fifth volume. Reprinted from the Proceedings of the Massachusetts Historical Society, 2d series, v. 19. Cambridge, 1905. 8°. 46 p. [3, *Author.*]
- *Same.* [Revised ed.] Cambridge, 1906. 8°. (46) p. [3, *Author.*]
- Theodore Lyman, 1833-97, and Robert Charles Winthrop, Jr., 1834-1905. Two memoirs prepared for the Massachusetts Historical Society. Cambridge, 1906. 8°. (66) p. [3, *Author.*]

Adams, Edward Francis. A critique of socialism; read before the Ruskin Club, Oakland, Cal. San Francisco, [1905]. 8°. v, 27 p. [1]

Adams, Ernest Kempton. Mechanical and electrical inventions. N. Y., 1900. 2 v. 4°. 502 p.; 819 p. Portrait and illus. [3, *Edward Dean Adams, N. Y.*]

Adams, Samuel. Writings. Collected and ed. by H. A. Cushing. Vol. 2. 1770-1773. N. Y., 1906. 8°. (2), x, 454 p. [1]

No. 188 of an ed. of 750 copies.

Adams Directory, 1906-07, including the town of Cheshire. 10th ed. Pittsfield, 1906. 8°. [1]

Adamson, John William. Pioneers of modern education, 1600-1700. Cambridge, [Eng.], 1905. 12°. xxii, 285 p. (Contributions to the History of Education, 3.) [1]

Aden. *Trade Registration Office.* Report on the trade and navigation returns of Aden for the year 1904-05, 1905-06. *n.t.p.* [Bombay, 1905-06.] f°. [3]

Agawam, Mass. *Directory.* See Springfield Suburban Directory.

Aikman, Mrs. Louisa Susannah (Wells). The journal of a voyage from Charlestown, S. C., to London, undertaken during the American revolution, by a daughter of an eminent American Loyalist, in the year 1778 and written from memory only in 1779. N. Y., 1906. l. 8°. (7), 121 p. Portrait and facsimile. [3]

Alabama. *Department of Archives and History.* Bulletin. No. 1-3. Montgomery, 1904. 8°. [2]

— *Department of Education.* Program and selections for celebration of the anniversary of the day on which Alabama was admitted to the union, Dec. 14, 1903. Montgomery, 1903. 8°. 23 p. [2]

— Program and selections for celebration of Washington's Birthday for use in the schools of Alabama. Prepared by J. W. Abercrombie, superintendent. [Montgomery, 19—?] 8°. 16 p. [2]

— *General Assembly.* Journal of the session of 1866-7 of the House of Representatives. Montgomery, 1867. 8°. [1]

— Journal of the session of 1866-7 of the Senate, commencing Nov. 1866. Montgomery, 1867. 8°. [1]

— *Supreme Court.* Reports of cases, Nov. term, 1903-04. By Phares Coleman, state reporter. Vol. 141-142. Montgomery, 1906. 2 v. 8°. [2]

— *Same.* Reports of cases, Nov. term, 1904-05. By T. S. Sayre, special reporter. Vol. 143. Montgomery, 1906. 8°. [2]

— *Treasurer.* Annual report, Sept. 30, 1894. Montgomery, 1894. 8°. 166 p. [3]

- Alabama Library Association.** Circular no. 3. *n.t.p.* [1906.] 8°. [3]
- Alabama Polytechnic Institute, Auburn.** *Agricultural Experiment Station.* Bulletin. No. 132, 135-137. April 1905, June-Sept. 1906. Opelika, 1905-06. 8°. Plates. [3]
- Alaska.** *Agricultural Experiment Station.* Bulletin. No. 2. Wash., 1905. 8°. [3]
- *Governor.* Report to the Secretary of the Interior, 1905. Wash., 1905. 8°. Folded map. [3]
- — Thanksgiving proclamation, [30th Nov. 1905. Sitka, 1905.] f°. (1) p. [4]
- Alaska Club's 1905 Almanac.** Issued annually by the Alaska Club, Seattle. [Seattle], 1905. 8°. 130 p. Folded map. [1]
- Albany, Me.** Centennial of Albany, Maine, August 12, 1903. [Clippings from the Oxford Democrat, South Paris, Me., etc., Aug. 18-26, 1903.] 8°. (9) p. [1]
- Albany, N. Y.** *Board of Education and Superintendent of Schools.* Annual report, July 31, 1905. Albany, 1906. 8°. [3]
- Albany Law Journal.** Vol. 67. 1903. Albany, 1905. 1. 8°. [1]
- Alberdi, J. B.** The life and industrial labors of William Wheelwright in South America. With an introduction by Caleb Cushing, [and appendices]. Boston, 1877. sm. 8°. vii, 213, 57 p. [3, C. C. Carpenter, Mt. Vernon.]
- Alden, Augustus E.** Pilgrim Alden, the story of the life of the first John Alden in America, with the interwoven story of the life and doings of the Pilgrim Colony, and some account of later Aldens. Illus. Boston, [1902]. 12°. 232 p. Portraits. [1]
- Alden, Edward C.** Oxford guide, with key-plan of the University and city, and numerous engravings. Oxford, 1905. 16°. viii, 132 p. [1]
- Alden, John, compiler.** Souvenir and official programme of the centennial celebration of George Washington's inauguration as first President of the United States. Compiled and ed. by John Alden. N. Y., 1889. 8°. (3), 389 p. Portraits and illus. [1]
- Alden, Percy.** The unemployed, a national question; with a preface by Sir John Gorst. 2d impression. London, 1905. 12°. viii, 199 p. [1]
- Alexander, De Alva Stanwood.** A political history of the state of New York. 1774-1861. N. Y., 1906. 2 v. 8°. viii, (1), 405 p.; iv, (1), 444 p. [1]
- Alexandrow, A.** Complete Russian-English [and English-Russian] dictionary. [Title-page in Russian and English, preface in Russian.] St.-Petersburg, 1904-05. 2 v. 1. 8°. (4), 748 p.; viii, 901, (3) p. [1]
- Russian-English, 3d ed., revised and enlarged; English-Russian, 4th ed., revised and enlarged.
- Alger, George William.** Moral overstrain. Boston, 1906. 12°. (5), 214 p. [1]
- Allen, George.** [In memoriam] Samuel Jennison. *A.t.p.* [18-] 12°. (24) p. [3]
- Allen, George W.** Premature burial. Boston, 1905. 12°. 30 p. [3, *Author.*]
- Allen, Glover Morrill.** A list of the birds of New Hampshire. From the Proceedings of the Manchester Institute of Arts and Sciences, v. 4, 1902. Manchester, N. H., 1903. 8°. 222 p. [1]
- Allen, James.** From poverty to power; or, The realization of prosperity and peace. 1st Amer. ed. Chicago, 1906. 12°. 201 p. [1]
- Allen, Orrin Peer.** Descendants of William Scott of Hatfield, Mass., 1668-1906; and of John Scott of Springfield, Mass., 1659-1906. Palmer, Mass., 1906. 8°. 220 p. Portraits and illus. [1]
- Allen, Philip Loring.** America's awakening, the triumph of righteousness in high places. N. Y., [1906]. 8°. 288 p. Portraits and chart. [1]
- Almanach de Gotha, 1906.** 143e année. Gotha, [1905]. 24°. Portraits. [1]
- Almanack for the year 1906.** By Joseph Whitaker. London, [1905]. 12°. [1]
- Amelung, Walther, and Holtzinger, Heinrich.** The museums and ruins of Rome. English ed., revised by the authors and Mrs. S. A. Strong. N. Y., 1906. 2 v. 16°. xxiv, 326 p.; xii, 183 p. Folded maps and illus. [1]
- American Academy of Arts and Sciences.** Addresses in commemoration of Josiah Parsons Cooke, late president of the Academy, Dec. 12, 1891; [with a biographical notice by C. L. Jackson]. Cambridge, 1895. 8°. 43 p. [3]

**American Academy of Arts and Sciences, *continued*.**

- List of the fellows and foreign honorary members, corrected to May 9, 1895, [statutes and standing votes, *etc.*]. *n.t.p.* [1895.] 8°. (19) p. [3]

**American Academy of Political and Social Science.** *Annals.* Vol. 25-27. Jan. 1905—June 1906. [With supplement, May 1906.] Philadelphia, 1905-06. 3 v. 1. 8°. [1]

- Handbook. Philadelphia, 1904. 16°. 120 p. [3]

- Publications. No. 449. Educational organization and progress in American cities, a symposium on present educational conditions and needs, by F. S. Hall, [and others]. Philadelphia, [1905]. 8°. (32) p. [3]

**American and English Annotated Cases,** containing the important cases selected from the current American, Canadian, and English reports. H. N. Greene, editor. Thoroughly annotated. Vol. 1-3. Northport, N. Y., 1906. 3 v. 1. 8°. [1]

Ed. by W. M. McKinney, D. S. Garland, and H. N. Noyes, v. 2-3.

**American and English Encyclopedia of Law.** 2d ed. [Supplement.] Ed. by D. S. Garland and Charles Porterfield, under the supervision of James Cockcroft. Vol. 1. [A—Constitutional law.] Northport, N. Y., 1905. 1. 8°. 3, 1158 p. [1]

**American Annals of the Deaf.** Ed. by E. A. Fay. Vol. 47-50. Wash., D. C., 1902-05. 4 v. in 2. 8°. [1]

**American Antiquarian Society.** Contents of the proceedings of the Society, 1880—1903. Compiled by Nathaniel Paine, with a list of the reprints of special papers, *etc.*, 1883-1904. Worcester, 1905. 8°. 37 p. [3]

- Salisbury memorial. A tribute [to Stephen Salisbury] from Yucatan. Worcester, Mass., 1906. 8°. 22 p. Portrait. [3]

**American Antiquarian Society, Massachusetts Historical Society, *etc.*** To the Right Rev. the Bishop of London. [Petition for the restoration to Massachusetts of the manuscript history of William Bradford.] *n.t.p.* Worcester, 1896. f°. (4) p. [3, S. A. Green, M.D., Boston, Mass.]

**American Art Annual, 1905-06.** Vol. 5. Florence N. Levy, editor. N. Y., 1905. 8°. Illus. [1]

**American Bankruptcy Reports,** annotated. Vol. 14-15. Albany, 1906. 2 v. 8°. [1]

**American Baptist Year-Book, 1906.** J. G. Walker, editor. Philadelphia, [1906]. 8°. [1]

**American Bar Association.** Report, 28th annual meeting, Narragansett Pier, R. I., Aug. 23-25, 1905. Philadelphia, 1905. 8°. Portrait. [3]

**American Board of Commissioners for Foreign Missions.** 95th annual report, Sept. 14-15, 1905. Boston, [1905]. 8°. [3]

**American Book Prices Current,** Sept. 1, 1904-05. Compiled from the Auctioneers' catalogue by L. S. Livingston. [Vol. 11.] N. Y., 1905. 8°. [1]

**American Catalogue, 1900-04,** full title entries; being a reprint of full titles with annotations for the first five years 1900, '01, '02, '03, '04, of the Weekly Record of the Publishers' Weekly. N. Y., 1905. 1. 8°. (1416) p. [1]

**American Catholic Historical Society of Philadelphia.** Records. Vol. 16. 1905. Philadelphia, 1905. 8°. [3]

**American Congregational Association.** 52d-53d annual report of the directors, May 1905-06. Report of the Congregational Library. Boston, 1905-06. 8°. [3]

**American Digest,** annotated. 1905 A—1905 B. Oct. 1904—Sept. 1905. St. Paul, 1905-06. 2 v. 1. 8°. (American Digest System, 1905.) [1]

**American Economic Association.** Publications. 3d series. Vol. 6. 1905. N. Y., 1905. 8°. [1]

**American Geographical Society of New York.** Bulletin, 1905. Vol. 37. N. Y., [1905]. 8°. Maps and illus. [3]

**American Historical Association.** Annual report, 1904; 1905, v. 1. Wash., 1905-06. 2 v. 8°. [3]

**American Historical Association, continued.**

- Original narratives of early American history. General editor, J. F. Jameson. The Northmen, Columbus, and Cabot, 985-1503. The voyages of the Northmen, ed. by J. E. Olson. The voyages of Columbus and of John Cabot, ed. by E. G. Bourne. With maps and a facsimile reproduction. N. Y., 1906. 8°. xv, 443 p. [1]
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- Report on the rail-borne trade of the Bombay presidency, exclusive of Sind, 1904-05. Bombay, 1905. f°. Folded map. [3]
- Season and crop report, 1904-05. Bombay, 1905. f°. [3]
- *Director of Public Instruction.* Report for the year 1904-05. Bombay, 1905. f°. [3]
- Same. Supplement. *h.t.p.* [1905.] f°. [3]
- *Factory Department.* Annual factory report, 1904-05. *h.t.p.* [Bombay, 1905-06.] f°. [3]
- *Forest Department.* Administration report of the Forest Department in the Bombay presidency, including Sind, for the year 1903-04. Bombay, 1905. f°. [3]
- *Inspector-General of Police.* Police report of Bombay presidency, including Sind, and railways for the year 1904. Bombay, 1905. f°. [3]
- *Jail Department.* Administration report for the year 1905. Bombay, 1906. f°. [3]
- *Judicial Department.* Annual report on the working of the Dekkhan agriculturists' relief act xvii of 1879 for the year 1904-05. *h.t.p.* [1905-06.] f°. [3]
- Report on the administration of criminal and civil justice in the Bombay presidency, including Sind, for the year 1904. *h.t.p.* [1905.] f°. [3]

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- *Police Commissioner's Office.* Annual report on the police of the town and island of Bombay, 1905. Bombay, 1906. f°. [3]
- *Public Works Department.* Administration report of irrigation works in the Bombay presidency, 1904-05, with accounts and statistical statements. Bombay, 1906. f°. Folded maps. [3]
- Triennial irrigation revenue report of the Bombay presidency, excluding Sind, for the triennium ending 1904-05. *A.t.p.* [1906.] f°. Folded map. [3]
- *Reformatory School at Yeravda.* Annual report, 1905. Bombay, 1906. f°. [3]
- *Registrar Co-operative Credit Societies.* Annual report relating to the establishment of co-operative credit societies in the Bombay presidency, 31st March 1905. *h.t.p.* [1905.] f°. [3]
- *Sanitary Commissioner.* 42d annual report, 1905, with appendices. Bombay, 1906. f°. [3]
- Notes on vaccination in the Bombay presidency for the year 1905-06, with appendices. Bombay, 1906. f°. Diagram. [3]
- Triennial report on vaccination in the Bombay presidency for the years 1902-03-04-05. With appendices. Bombay, 1905. f°. [3]
- *Surgeon-General with the Government of Bombay.* Report on the civil hospitals and dispensaries under the government of Bombay, 1904-05. Bombay, 1906-06. f°. [3]
- Report on the lunatic asylums under the government of Bombay for the years 1903-05. Triennial. Bombay, 1906. f°. [3]
- *Veterinary College.* Report for the year 1905-06. Bombay, 1906. f°. [3]
- Bond, Mrs. Octavia Zollicoffer.** Old tales retold; or, Perils and adventures of Tennessee pioneers. Nashville, Tenn., 1906. 12°. 262 p. Portraits and illus. [1]
- Book, The.** of the United States Navy. N. Y., 1905. obl. 8°. (4), 220 p. Portraits and illus. [1]
- Bookman, The.** Vol. 21-23. March 1905-Aug. 1906. N. Y., [1905-06]. 3 v. 8°. Portraits and illus. [1]
- Bookseller, The,** a newspaper of British and foreign literature; with which is incorporated Bent's Literary Advertiser. [1905.] London, [1905]. 8°. [3]
- Booksellers' League.** A history of its formation and ten years of its work. N. Y., 1905. 8°. (3), 244, (1) p. [1]
- Boston, Mass. Assessors.** Annual report of the Assessing Department, 1904-05. Boston, 1905-06. 2 v. 8°. [3]
- Assessed values of real estate in Boston, wards 6-12, parts of wards 13-14, 17-18, 19, 21, 1906. Ed. by J. D. Dillworth. Boston, [1906]. 8°. [1]
- *Board of Health.* 33d-34th annual report of the Health Department for the year 1904-05. Boston, 1905-06. 8°. Folded sheets and diagrams. [3]
- Statement of mortality for the month, Jan.-Dec. 1905. [With an extract of meteorological observations.] *n.t.p.* [Boston], 1905. 4°. [3]
- Summary of deaths in Boston, with principal causes, for the year 1905, compared with those of 1904. Boston, 1905. 4°. Sheet. [3]
- *Boston Transit Commission.* 11th annual report, June 30, 1905. Boston, 1905. 8°. Folded map, sheets and plates. [3]
- [Report to the Senate and House of Representatives of Massachusetts on the subject of the further development of the subway systems of the city of Boston, Jan. 19, 1906.] *n.t.p.* [Boston, 1906.] 8°. 28 p. Folded maps. (House doc. no. 896.) [4]
- *Cemetery Department.* Annual report, 1905-06. Boston, 1906. 8°. [3]
- Historical sketch and matters appertaining to the King's Chapel Burying Ground. [By H. A. May.] Boston, 1903. 8°. 52 p. Illus. and plans. [3]
- *Children's Institutions Department.* Annual report for the year 1905-06. Boston, 1906. 8°. [3]
- *City Council.* Documents of the city, 1905. Boston, 1906. 4 v. 8°. [3]
- Reports of proceedings, 1905. Boston, 1906. sm. 4°. [3]

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- *City Hospital*. 41st annual report, Jan. 31, 1905. Boston, 1905. 8°. Folded plans. [3]
- — A history of the Boston City Hospital from its foundation until 1904. Authorized by the trustees and ed. by a committee of the Hospital staff, D. W. Cheever, G. W. Gay, [and others]. Boston, 1906. 8°. (2), 423 p. Portraits, folded plan and illus. [3]
- — Medical and surgical reports. 15th series. Ed. by H. L. Burrell, [and others]. Boston, 1905. 8°. [3]
- *Commission Appointed to Investigate Tenement-House Conditions in the City of Boston*. Report, [May 19, 1904]. Boston, 1904. 8°. 59 p. Plans. (Doc. 77, 1904.) [3]
- *Department of Municipal Statistics*. Monthly bulletin, Jan.-Dec. 1905. Vol. 7. Boston, 1905. 4°. [3]
- — Special publications. No. 12-13. Receipts and expenditures of ordinary revenue, 1900-04-1901-05. Boston, 1905-06. 2 v. 4°. [3]
- *Executive Department*. Annual report, 1904. Boston, 1906. 2 v. 8°. Folded maps and illus. [3]
- *Insane Hospital*. 9th annual report, Jan. 31, 1906. Boston, 1906. 8°. [3]
- *Normal School*. Catalogue for the year 1905. Boston, 1905. 8°. Illus. (School document no. 10.) [3]
- *Pauper Institutions Department*. 9th annual report, Jan. 31, 1906. Boston, 1906. 8°. [3]
- *Police Department*. Rules and regulations for the government of the Department, 1903. Boston, 1903. 8°. 246 p. [3]
- *Public Library*. Annual list of new and important books added to the library, selected from the monthly bulletins, 1904-05. Boston, 1906. 1. 8°. [3]
- — 53d-54th annual report, 1904-05-05-06. Boston, 1905-06. 2 v. 8°. [3]
- — Monthly bulletin. Vol. 10. Jan.-Dec. 1905. Boston, 1905. 1. 8°. [3]
- — Works on fiction in the German language in the library. Boston, 1905. 8°. (2), 164, (1) p. [3]
- *Registry Department*. Annual report, 1904. Boston, 1905. 8°. [3]
- — [34th report of the Boston records.] The town of Roxbury, its memorable persons and places, its history and antiquities, with numerous illustrations of its old landmarks and noted personages, by F. S. Drake. Boston, 1905. 8°. vi, (2), 475 p. Portraits and folded map. [3]
- — Same. [35th report.] A volume of records relating to the early history of Boston containing Boston town records, 1796-1813. Boston, 1905. 8°. (2), 377 p. [3]
- — Same. [36th report.] Vital records of the town of Dorchester, 1826-49. Boston, 1905. 8°. (4), 288 p. [3]
- *School Committee*. Annual report, 1905. Boston, 1905. 8°. [3]
- — Documents, 1905. Boston, 1905. 8°. [3]
- — Manual of the public schools, 1906. Boston, 1906. 24°. [3]
- See Lovett, J. D.; — Sons of the American Revolution. *Massachusetts Society*.
- *Adams Nervine Asylum*. 27th-29th annual report of the managers, 1904-06. Boston, 1904-06. 8°. Illus. [3]
- *Associated Charities*. 26th annual report, Nov. 1905. Boston, 1905. 8°. [3]
- *Barnard Memorial*. 70th annual report, Jan. 31, 1906. Boston, 1906. 12°. Illus. [3]
- — The Barnard Memorial. Jan.-Dec. 1905. *n.t.p.* [Boston, 1905.] 8°. Illus. [3]
- *Boston Asylum and Farm School for Indigent Boys, Thompson's Island*. Report of the board of managers, [1906]. Boston, 1906. 8°. Plates. [3]
- — Thompson's Island Beacon. Vol. 9. May 1905-April 1906. *n.t.p.* [Boston, 1905-06.] 8°. [3]
- *Boston Athenæum*. Report for the year 1905. *n.t.p.* [1906.] 8°. [3]

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- **Boston Floating Hospital.** 12th annual report, Jan. 1906. Boston, 1906. 8°. Plates. [3]
- **Boston Scientific Society.** Occasional publications. No. 2. Boston, 1897. 8°. [3, *John Ritchie, Jr., Boston, Mass.*]
- **Boston Society of Civil Engineers.** Monthly bulletin. New series, no. 4. Sept. 1906. *n.t.p.* [Boston, 1906.] 8°. 11 p. [3]
- **Boston University. School of Law.** Catalogue for 1904-05, [with announcement for 1905-06]. Boston, 1905. 8°. [3]
- **Boston Veteran Firemen's Association.** History and by-laws of the Association, 1833-1904. Revised July 1903. History compiled by Samuel Abbott, Jr. *n.p.*, [1904]. 16°. 67 p. Facsimile. [3]
- **Bostonian Society.** Proceedings, annual meeting, Jan. 9, 1906. Boston, 1906. 8°. Illus. [3]
- — Publications. Vol. 1-2. Boston, 1886-1905. 2 v. 8°. [1]
- **Carney Hospital.** Annual report, 1905. Boston, 1906. 8°. [3]
- **Chamber of Commerce.** 20th annual report, Dec. 31, 1905, containing the charter, by-laws, etc. Boston, 1906. 8°. [3]
- **Channing Home.** [Circular, 1906.] *n.p.*, [1906]. 8°. (3) p. Illus. [3]
- — Report no. 38, March 31, 1906. Boston, 1906. 12°. [3]
- **Children's Island Sanitarium.** 20th annual report, 1905. [Boston, 1905.] 8°. Illus. [3]
- **Citizens' Committee.** Address to tax payers of Boston, [favoring the election of Louis A. Frothingham for Mayor of Boston]. *n.t.p.* [1905.] 8°. 10 p. [3]
- **City Missionary Society.** 89th annual report, 1905. Boston, 1906. 8°. [3]
- **Commercial Club of Boston.** Constitution, organization, and members past and present, Jan. 1, 1904. *n.p.*, [1904]. 24°. 20 p. [3]
- **Elliot School, Jamaica Plain.** The Elliot School, 1876-1905, Jamaica Plain, Mass. [History, prospectus for 1905-06, etc.] Boston, 1905. 12°. 35 p. [3]
- **Hancock Tavern.** The old Hancock Tavern on Corn Court, Boston. [Clippings from various papers, Oct. 16, 1902—June 4, 1903.] 8°. (31) p. Portrait, illus., and plans. [1]
- **Home for Aged Colored Women.** 21st-30th, 34th-35th, 38th annual report of the directors, 1880-89, 93-94, 97. Boston, 1881-98. 12°. [3]
- **Home for Aged Men.** 45th annual report, [1905]. Boston, 1906. 8°. Plans. [3]
- **Industrial Aid Society for the Prevention of Pauperism.** 70th annual report, Oct. 1905. Boston, [1905]. 8°. [3]
- **Museum of Fine Arts.** 30th annual report, 1905. Cambridge, 1906. 8°. [3]
- — Bulletin. Bi-monthly. Vol. 3, 1905. Boston, 1905. 8°. [3]
- — Communications to the trustees, 4. The Experimental Gallery. Reports of experiments, etc. *n.p.*, [1906]. 8°. Illus. and plans. [3]
- — *School of the Museum. (Department of Design.)* [Prospectus, 1906-07. *n.p.*, 1906.] 12°. Illus. [3]
- **Provident Association.** 54th annual report, Oct. 1905. Boston, 1905. 8°. [3]
- **School Garden Committee.** Annual report, 1905. [Boston, 1905.] 8°. Illus. [3]
- **State House.** Exercises of dedication of the bronzed sculptured relief of the late Brigadier General Thomas G. Stevenson in the grand staircase hall, State House, Dec. 7, 1905. [Program.] *n.t.p.* [Boston, 1905.] 12°. (1) p. [3]
- — See Massachusetts. *Sergeant-at-Arms.*
- **Temporary Home for Working-Women.** Report, Jan. 1, 1883-85, 89-90, 92-97, 98-99; Jan. 1, 1900—Dec. 1, 1901. Boston, 1884-1901. 8°. [3]
- **University Club.** Charter, by-laws, house rules and list of officers and members, [1904-05]. *n.p.*, 1904-05. 2 v. 12°. [3]
- **Woman's Christian Temperance Union.** 23d-24th, 29th annual report, Nov. 1897—Oct. 1898, Oct. 1903. Boston, 1898-1903. 8°. [3]

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- **Young Men's Christian Association.** Annual report for the year ending Dec. 31, 1906. [Boston, 1906.] 8°. [3]
- **Young Men's Christian Union.** 30th-31st annual report of the committee on "the country week," 1904-05. Boston, 1905-06. 12°. [3]
- **Report, March 31, 1905-06.** Boston, 1905-06. 12°. [3]
- **Young Women's Christian Association.** 40th annual report, March 5, 1906. Boston, 1906. 8°. [3]
- **East Boston. Maverick Congregational Church.** Condensed history and manual from its organization, May 31, 1836-June 30, 1894. *n.p.*, 1894. 8°. (16), 227 p. Portrait and illus. [1]
- **South Boston.** See Toomey, J. J., and Rankin, E. P. B.

**Boston American.** See Hearst's Boston American.

**Boston Blue Book, [1906].** Published by E. E. Clark. Boston, 1906. 16°. Folded map. [1]

**Boston Chronicle,** Oct. 17-24, 1768. Boston, 1768. 4°. [3]

**Boston Daily Advertiser,** 1814-18, 21, 23-24, 28. Boston, 1814-28. f°. [3]

Scattering numbers.

— July 1905-June 1906. Boston, 1905-06. 4 v. f°. [1]

**Boston Daily Globe,** July 1905-March 1906. Boston, 1905-06. 3 v. f°. [1]

**Boston Daily Law Journal.** Vol. 2-3. Jan. 9, 1905-Aug. 27, 1906. [*Incomplete.*] *n.t.p.* Boston, 1905-06. 2 v. f°. [1]

**Boston Directory.** No. 102. For the year commencing July 1, 1906. Boston, 1906. 1. 8°. Folded map. [1]

**Boston Evening Record,** July 1905-June 1906. Boston, 1905-06. 2 v. f°. [1]

**Boston Evening Transcript,** July 1905-March 1906. Boston, 1905-06. 3 v. f°. [1]

— **Genealogical [notes and queries],** July 24, 1905-Aug. 13, 1906. [Boston, 1905-06.] 4 v. 4°. [1]

— **Notes and queries.** New series, July 15, 1905-Aug. 18, 1906. [Boston, 1905-06.] 2 v. 4°. [1]

**Boston Herald,** 1848-70. Boston, 1848-70. f°. [3]

Scattering numbers.

— July 1905-March 1906. Boston, 1905-06. 3 v. f°. [1]

**Boston Journal,** 1847-48. Boston, 1847-48. f°. [3]

Scattering numbers. Called "Boston Daily Journal."

— April-Dec. 1905. [Morning ed.] Boston, 1905. 3 v. f°. [1]

**Boston Medical and Surgical Journal.** G. B. Shattuck, editor, Abner Post, assistant editor. Vol. 104-105. Boston, 1881. 2 v. in 1. l. 8°. [4]

**Boston Morning News,** April 5-July 28, 1901. Boston, 1901. f°. [3]

**Boston News-Letter,** Dec. 4, 11, 1760; Aug. 6, 1761. Boston, 1760-61. f°. [3]

**Boston Post,** July 1905-June 1906. Boston, 1905-06. 4 v. f°. [1]

**Boston Regiment.** Sundry memorandums of the Proceedings of Boston Regiment, from the time of John Phillips being appointed Colonel, John Carnes, Lt. Colonel, Joseph Jackson, Major, and Thomas Dawes, Adjutant, July 4, 1758-April 5, 1771. f°. 55 p. MS. [3, *Mrs. Chauncey P. Judd.*]

**Boston Traveler,** July 1905-June 1906. Boston, 1905-06. 4 v. f°. [1]

**Boulogne-sur-Mer, France.** Merridew's Illustrated guide to Boulogne-sur-Mer and its environs, including Etaples, Le Touquet, Berck-sur-Mer, etc.; to which are added some useful hints, excursions, fishing, etc. 13th ed., revised and enlarged. London, 1905. 16°. viii, 194 p. Folded maps and illus. [1]

**Bourinot, Sir John George.** Lord Elgin. Edition de luxe. Toronto, 1903. 8°. (5), 276 p. Portrait. (Makers of Canada.) [1]

No. 270 of an ed. of 400 sets.

**Bourne, Henry Eldridge.** A history of mediæval and modern Europe. N. Y., 1905. 8°. xxii, 502 p. Maps and illus. [1]

- Bouton, John Bell.** A sketch of the character and lifework of Rev. Nathaniel Bouton, D.D., pastor of the First Congregational Church, Concord, N. H., 1825-67, by his son. Read April 27, 1902, by Mrs. A. E. Clarke, M. C. Bouton, Dr. Bouton's daughter. Revised by the author. n.p., 1902. 8°. (1), 15 p. Portrait and illus. [3]
- Bowdoin College, Brunswick, Me.** A pamphlet descriptive of Bowdoin College and the Medical School of Maine. Brunswick, 1905. 12°. 22 p. [3]
- Bowman, George Ernest, compiler.** Gravestone records in the Ancient Cemetery and the Woodside Cemetery, Yarmouth, Mass.; from literal copies of the inscriptions made at the expense of T. W. Thacher and S. W. Smith. Boston, 1906. 8°. 47 p. [1]
- No. 62 of an ed. of 300 copies.
- Boxall, George E.** The Anglo-Saxon, a study in evolution. London, 1906. 8°. viii, 331 p. [1]
- The evolution of the world and of man. London, 1905. 12°. xi, 191 p. [1]
- Boxford, Mass., Directory.** See North Andover Directory.
- Boyd family.** Origin and history of the name of Boyd, with biographies of all the most noted persons of that name, and an account of the origin of surnames and forenames, etc. [Anon.] Chicago, 1905. 8°. 112, (13) p. Illus. [1]
- Boyd's Co-Partnership and Residence Business Directory of Philadelphia City,** [1906]. Established by W. H. Boyd. Compiled and published by C. E. Howe Company. Philadelphia, 1906. 8°. [1]
- Bradford, William.** Governor William Bradford's Letter book. Reprinted from the Mayflower Descendant. Boston, 1906. 8°. vi, 62 p. [1]
- Bradley, Arthur Granville.** Canada in the twentieth century. Illus. Toronto, 1905. 8°. xii, 428 p. Folded map. [1]
- Captain John Smith. London, 1905. 12°. viii, 226 p. Portrait and folded map. (English Men of Action.) [1]
- In the March and borderland of Wales; with sketches of the country by W. M. Meredith, and a map. Boston, 1905. 1. 8°. xvi, 430 p. [1]
- Brady, Cyrus Townsend.** The true Andrew Jackson. With 23 illus. Philadelphia, 1906. 8°. xxviii, 25-504 p. Portraits and facsimile. [1]
- Brandels, Louis Dembitz.** Life insurance: the abuses and the remedies, an address delivered before the Commercial Club of Boston, [Oct. 26, 1905]. Boston, [1905]. 8°. 27 p. [3]
- Breasted, James Henry.** A history of Egypt from the earliest times to the Persian conquest. With illus. and maps. N. Y., 1905. 8°. xxix, 634 p. [1]
- Breton, Pierre Napoléon.** Histoire illustrée des monnaies et jetons du Canada. [In French and English.] Montréal, [1894]. 1. 8°. 239, (1) p. Illus., facsimile and portraits. [1]
- Brewster, William.** The birds of the Cambridge region of Massachusetts. With four plates and three maps. Cambridge, 1906. 4°. 426 p. Portrait. (Nuttall Ornithological Club. Memoirs, no. 4, July 1906.) [1]
- Bridgewater (Mass.) Directory.** See Brockton, etc., Directory.
- Bridgman, Arthur Milnor.** Brief outline sketches of Massachusetts legislators, 1906. Stoughton, [1906]. 24°. [3]
- A souvenir of Massachusetts legislators, 1905-06. Vol. 14-15. Stoughton, [1905-06]. 2 v. 8°. Portraits and illus. [1]
- Briggs, Emily Edson.** The Olivia letters, being some history of Washington city for forty years as told by the letters of a newspaper correspondent. N. Y., 1906. 8°. 445 p. Portrait. [1]
- Briggs, Lloyd Vernon.** History and records of St. Andrew's Protestant Episcopal Church, of Scituate, Mass., 1725-1811, of Hanover, Mass., 1811-1903, and other items of historical interest, being vol. 2 of the church and cemetery records of Hanover, Mass. [Boston], 1904. 8°. ix, (1), 188 p. Illus. [1]
- Brigham, Clarence Saunders.** The Indians of Rhode Island. n.f.p. [1905.] 8°. (8) p. (The Apteryx, v. 1, no. 2, April 1905.) [3]



**Brigham, Clarence Saunders, continued.**

— Report on the archives of Rhode Island. Reprinted from the Annual report of the American Historical Association for the year 1903, v. 1. Wash., 1904. 8° (102) p. [3, *Author.*]

— Seventeenth century place-names of Providence Plantations, 1636-1700. Providence, 1903. 8°. 27 p. Folded map. [3, *Author.*]

**Brimfield (Mass.) Directory.** See *Monson, etc., Directory.*

**Bristol County Bar.** Hosea Morrill Knowlton. Tribute to the memory of the late Hon. H. M. Knowlton, Taunton, April 21, 1903. *h.t.p.* [1903.] 8°. 89 p. Portrait. [3, *Frank A. Milliken, New Bedford.*]

**British Columbia. Courts.** The digest of British Columbia case law, 1849-1904, being the cases reported in v. 1-10 determined in the British Columbia law reports of the Supreme and county courts and in admiralty and on appeal, with tables of cases, *etc.* Compiled by order of the Law Society of British Columbia by J. E. Bird, assisted by A. C. B. Jack and G. E. McCrossan. Toronto, 1906. 8°. xlv, 971 p. [1]

— *Legislative Assembly.* Bill [s, 3d meeting, 10th Parliament, 1906. *Incomplete.*] *n.t.p.* [Victoria, 1906.] 1. 8°. [3]

— Statutes, 3d session, 10th Parliament, 1906. Victoria, 1906. 1. 8°. [3]

— Votes and proceedings, 3d meeting, 10th Parliament, Jan.-March, 1906. [*Incomplete.*] *n.t.p.* [Victoria, 1906.] 1. 8°. [3]

— *Minister of Finance.* Public accounts for the fiscal year ended 30th June 1905. Victoria, 1905. 1. 8°. [3]

— *Minister of Mines.* Annual report, 31st Dec. 1905, being an account of mining operations for gold, coal, *etc.*, in the province. Victoria, 1906. 1. 8°. Folded maps, diagrams, and illus. [3]

— *Supreme and other Courts.* The British Columbia reports, [1904-06]. Reported under the authority of the Law Society of British Columbia, by P. S. Lampman [and] O. C. Bass. Vol. 11. Victoria, 1905. 1. 8°. [1]

**British Guiana.** Administration reports, 1904-06. Georgetown, 1906. *fo.* [3]

— Blue Book, 1904-05-06. Demerara, 1905-06. 2 v. *fo.* [3]

**British Honduras.** Blue Book, 1904-06. Belize, 1905-06. 2 v. *fo.* [3]

— Government Gazette, 7 Jan.-30 Dec. 1905. [Weekly.] *n.t.p.* [Belize, 1905.] *fo.* [3]

— Ordinances, 1905; with rules, regulations, *etc.* Belize, [1905]. *fo.* [3]

**British New Guinea.** Annual report, 30th June 1904-05, [with appendices]. *n.p.*, [1905-06]. *fo.* Plates. [3]

**British New Guinea Government Gazette,** [with supplements containing ordinances, *etc.*]. Vol. 18, no. 1-22. 5th Jan.-9th Dec. 1905. Port Moresby, [1905]. *fo.* [3]

**British North Borneo.** Herald and Fortnightly Record. Vol. 23. 1906. Sandakan, 1906. *fo.* [3]

**Brockton, Mass. Public Library.** Annual report, Nov. 30, 1905. Brockton, 1906. 8°. [3]

— Quarterly bulletin. Vol. 7. Jan.-Dec. 1905. Brockton, 1905. 8°. [3]

**Brockton,** including the towns of Bridgewater, East Bridgewater, West Bridgewater, Mass., Directory, [1906]. No. 24. W. A. Greenough & Co., compilers and publishers. Boston, 1906. 4°. Maps. [1]

**Brockton Times.** [Daily.] July 1905-June 1906. Brockton, 1905-06. 4 v. *fo.* [3]

**Bromley, George W. and Walter S.** Atlas of the city of Boston. Roxbury. Published by G. W. Bromley and Co. Philadelphia, 1906. *fo.* [1]

**Bromley, Mrs. Viola Annette (Derby).** Derby genealogy, being a record of the descendants of Thomas Derby of Stow, Mass. N. Y., 1905. 8°. 141 p. Portraits and illus. [1]

No. 32 of an ed. of 300 copies.

**Brookfield (Mass.) Directory.** See *Spencer, Brookfields, etc., Directory.*

- Brookline, Mass.** Blue book of Brookline, [including blue book of Allston and Brighton], 1906. Boston, 1906. 8°. [1]
- 200th anniversary of the incorporation of the town. Literary exercises, Nov. 10, 1905. [Program. Brookline, 1905.] 4°. (3) p. [3]
  - Tax list for the year 1905. Brookline, 1905. 8°. [3]
  - *Public Library*. 49th annual report, Jan. 31, 1906. Brookline, 1906. 8°. [3]
- Brookline Directory**, [1906]. No. 27. W. A. Greenough & Co., compilers and publishers. Boston, 1906. 4°. Maps. [1]
- Brooklyn, N. Y. Public Library**. 8th annual report, Dec. 31, 1905. Brooklyn, 1906. 8°. Illus. and folded sheets. [3]
- [List of books on] earthquakes and volcanos. Brooklyn, 1906. 16°. 13 p. [3]
  - List of books on Greater New York. Brooklyn, 1906. 16°. 33 p. [3]
  - [List of] books on municipal ownership. Brooklyn, 1906. 16°. 28 p. [3]
  - [List of books on] the railway rate problem. Brooklyn, 1906. 16°. 23 p. [3]
  - *Directories*. Uplington's general directory of the borough of Brooklyn. Vol. 83. 1906. Brooklyn, 1906. 8°. [1]
  - **Brooklyn Institute of Arts and Sciences**. The children's museum. Brooklyn, 1900. 8°. 25 p. Illus. [3]
  - **Pratt Institute Free Library**. Report for the year ending June 30, 1898. A.t.p. [1898.] 8°. [3]
  - *School of Library Training*. Circular of information, [1905-06]. Brooklyn, [1905]. 8°. 16, (1) p. Illus. [3]
- Brooklyn Daily Eagle Almanac**, 1906. Vol. 21, no. 1. Brooklyn, [1906]. 8°. Maps, folded map. [1]
- Brooks, Francis A.** The unauthorized and unlawful subjugation of Filipinos in the island of Luzon by President McKinley. Cambridge, 1900. 8°. [3, *Author*.]
- Brooks, Walter Frederic**. History of the Fanning family, a genealogical record to 1900 of the descendants of Edmund Fanning, the emigrant ancestor in America, who settled in Connecticut in 1653. To which is prefixed a general account of the Fanning family in Europe, 1197 to 1652-3. With plates and maps. Worcester, Mass., 1905. 2 v. l. 8°. xvi, 432 p.; (2), 433-872 p. Portraits and facsimiles. [1]
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- Gano, Darwin Curtis, and Williams, Samuel C.** Commercial law. N. Y., [1904]. 8°. 399 p. (Williams and Rogers Series.) [1]
- Gardiner, Asa Bird.** The order of the Cincinnati in France, "l'Ordre de Cincinnati," its organization and history, with the military or naval records of the French members who became such by reason of qualifying service in the army or navy of France or of the United States in the war of the revolution. n.p., 1905. 1. 8°. xii, (3), 243 p. Portraits. [1]
- Gardner, Eugene C., and others.** Springfield, present and prospective. The city of homes. Text by E. C. Gardner, [and others]. Drawings by James Hall and G. C. Gardner. Ed. by J. E. Tower. Springfield, Mass., 1905. 1. 8°. xviii, 214, (1) p. [1]
- Gardner, William.** Life of Stephen A. Douglas. Boston, [1905]. 12°. 239 p. [1]
- Gardner (Mass.) Directory, 1905-06.** [No. 16.] The Price & Lee Co., compilers and publishers. New Haven, Conn., [1905]. 8°. Folded map. [1]

- Garland, James Smith.** New England town law. A digest of statutes and decisions concerning towns and town officers. Boston, 1906. 8°. v.p. [1]
- Garner, James Wilford, and Lodge, Henry Cabot.** The history of the United States. With a historical review by J. B. McMaster. [Édition de luxe.] Illus. Philadelphia, 1906. 4 v. 8°. Portraits, maps, and facsimiles. [1]
- Garrison, William Lloyd.** The words of Garrison, a centennial selection, 1805-1905, of characteristic sentiments. With a biographical sketch, list of portraits, bibliography, and chronology. Boston, 1905. 12°. x, (1), 137 p. Portrait. [1]
- Garver, William Lincoln.** Socialism in brief. Chillicothe, Mo., [1905]. 8°. 34 p. [1]
- Gates, Merrill Edwards, editor.** Men of mark in America. Ideals of American life told in biographies of eminent living Americans. Vol. 1. With an opening chapter on American ideals, by E. E. Hale. Wash., 1905. 8°. xvi, 422 p. Portraits. [1]
- Gautier, Théophile.** Russia, by Théophile Gautier and by other distinguished French travelers and writers of note. Tr. from the French with an additional chapter upon the struggle for supremacy in the far east by F. M. Tyson. Illus. by numerous photographs. Philadelphia, [1905]. 2 v. 8°. viii, 483 p.; viii, 461 p. Portraits. [1]
- Gell, William Edgar.** A Yankee in pigmy land, being the narrative of a journey across Africa from Mombasa through the great pigmy forest to Banana. Illus. and map. N. Y., 1906. 8°. x, 364 p. Portrait. [1]
- Genealogies.** [Genealogies of the following families have been received during the year.]

*Namely.*

**Aldis;—Alpin (including Grant);—Balch;—Ballard;—Bamcroft (including Bradstreet, Browne, Dudley, and others);—Bean;—Bear;—Becher;—Bentley (including Withersline);—Benton;—Bittinger (including Bedinger);—Bodine (including Coffin, Corlies, Reeves, Rogers, Winnet);—Boyd;—Brush (including Bowers);—Caldwell;—Cantine;—Cary;—Clark;—Clay;—Clendinen;—Converse;—Corser;—Cox;—Cunningham;—Cushing;—Derby;—Dexter;—Duffee;—Eliot;—Ellwell;—Evans;—Fanning;—Ferrier;—Finney;—Forbes (including Morgan, Duncan, and Ferguson);—Forman;—Forsyth de Fronsac;—Fraser;—Freese;—Funch;—Gamage;—Goding;—Gorham;—Greoley;—Griffin;—Grigaby (including Porter);—Grubb;—Haines;—Headley;—Heath (including Clark and Cone);—Henry (including Parsons);—Hildreth;—Hillman;—Hills;—Hinsdale;—Hoffer;—Hull (including Arnold, Cary, Cornell, etc.);—Johnson;—Kingsbury;—Lea;—Learned;—Leavens;—Lines;—Lyon;—McClung;—McCurda;—Manias;—Marriam;—More;—Mott;—Moulton;—Neighbor;—Norris;—O'Mearber;—Parke (Park and Parks);—Pawling;—Pelham;—Penrose;—Perley;—Pettingoll;—Post;—Prescott;—Prindle;—Rees;—Rice;—Richardson;—Mix;—Robbins;—Robinson;—Rockwood;—Rootes;—Sehermerhorn;—Scott;—Shannon;—Sheafe;—Shepardson;—Small (and others);—Smith;—Southworth;—Stark;—Starkweather;—Stebbins;—Steevens;—Stephenson;—Thayer;—Thomas;—Tobey;—Trask;—Underhill;—Vaughan;—Virginia families;—Walton;—Wardwell;—Waterhouse;—Wells;—West;—Westervelt;—Wheat;—Whitcomb;—White;—Whitfield;—Williamson;—Wilson;—Woods (including McAfee);—Yates.**

- General Association of Connecticut.** Minutes of the Convention of Delegates from the Synod of New York and Philadelphia and from the Associations of Connecticut; held annually, 1766-75. Hartford, 1843. 8°. 68 p. [1]
- General Association of the Congregational Churches of Massachusetts.** Minutes, 103d-104th annual meeting, [1905-06]. Boston, [1905-06]. 2 v. 8°. [3]
- General Association of the Congregational Churches of New Hampshire.** Minutes, 96th-97th annual meeting, May 1905-06. Vol. 8, no. 5—v. 9, no. 1. Nashua, 1905; Franklin, 1906. 8°. Illus. [3]
- General Conference of the Congregational Churches in Maine.** Minutes, 79th anniversary. Maine Missionary Society, 98th anniversary, 1905. Vol. 3, no. 1, new series. Portland, 1905. 8°. Portrait. [3]
- Gentleman's Magazine.** Vol. 298-299. Jan.-Dec. 1905. London, 1905. 2 v. 8°. [1]
- George, Henry, Jr.** The menace of privilege, a study of the dangers to the republic from the existence of a favored class. N. Y., 1906. 8°. xii, (2), 421 p. [1]

**Georgetown (Mass.),** Boxford, Byfield, Newbury, and West Newbury, Mass. Directory, 1905. Vol. 4. W. E. Shaw, compiler and publisher. Boston, [1905]. 8°. [1]

The directory of Boxford is omitted in this edition.

- Georgia. Attorney-General.** Annual report [and opinions], Oct., 1902. Atlanta, 1902. 8°. [4]
- **Comptroller-General.** Report for the year ending Sept. 30, 1901. Atlanta, 1901. 8°. [3]
- **Confederate Memorial Board.** Report of C. D. Phillips [on the condition of the several Confederate cemeteries in the state]. Atlanta, 1905. 8°. 24 p. Folded map, plans, and illus. [2]
- **Convention, 1833.** Journal of a general convention of the state of Georgia, to reduce the members of the General Assembly, Milledgeville, May, 1833. Milledgeville, 1833. 8°. 56 p. [1]
- **Cowts.** The encyclopedic digest of Georgia reports. Under the editorial supervision of T. J. Michie. Vol. 12. Suretyship — Year's support. Charlottesville, Va., 1905. 1. 8°. [1]
- **Department of Education.** 31st annual report, Dec. 31, 1902. Atlanta, 1903. 8°. [2]
- **General Assembly.** Acts and resolutions, 1905. Atlanta, 1905. 8°. [2]
- **Journal of the House of Representatives,** annual session, Nov. and Dec. 1823-24; regular session, 1905. Milledgeville, 1823-24; Atlanta, 1905. 2 v. 8°. [1]
- **Journal of the Senate,** annual session, Nov. and Dec. 1824; extra session, May and June 1825; annual session, Nov. 1833; regular session, 1905. Milledgeville, 1825-1833; Atlanta, 1905. 4 v. 8°. [1]
- **Governor.** Message of [J. M. Terrell], Governor of Georgia, to the General Assembly, June 27, 1906. Atlanta, 1906. 8°. 54 p. [2]
- **A proclamation** [designating 30th Nov. 1905, a day of thanksgiving and praise. Atlanta, 1905.] 1<sup>o</sup> sheet. [4]
- **Normal and Industrial College.** Report of the board of lady visitors. Atlanta, 1905. 8°. [2]
- **North Georgia Agricultural College, Dahlonega.** Report for the year ending June 30, 1905. Atlanta, 1905. 8°. [2]
- **State Board of Health.** Report, [Jan. 1, 1905. Atlanta, 1905.] 8°. [2]
- **State Commission on Tuberculosis.** Report. *h.t.p.* Atlanta, [1905]. 8°. [2]
- **State Library.** Annual report of state librarian, June 1, 1905. Atlanta, 1905. 8°. [2]
- **State Technological School.** Report, [June 10, 1905]. Atlanta, 1905. 8°. [2]
- **Supreme Court.** Reports of cases, Oct. term 1904—Oct. term 1905. Vol. 122-124. Stevens and Graham, reporters. Atlanta, 1905-06. 3 v. 8°. [2]
- Germany.** Das gesamte deutsche und preussische Gesetzgebungs-Material. Die Gesetze und Verordnungen, etc. Begründet von G. A. Grotefend, herausg. von C. Cretschmar. 1905, 1es-10es Heft. Düsseldorf, [1905]. 8°. [1]
- Geronimo, Apache chief.** Geronimo's story of his life. Taken down and ed. by S. M. Barrett. N. Y., 1906. 12°. xxvii, 216 p. Portraits and illus. [1]
- Gettemy, Charles Ferris.** The true story of Paul Revere, his midnight ride, his arrest and court-martial, his useful public services. Illus. Boston, 1905. 12°. xxix, 294 p. Portrait and facsimiles. [1]
- Gewerbeblatt für das Grossherzogthum Hessen.** Zeitschrift des Landesgewerbevereins. Jahrgang 1905. 68. Jahrgang. Schriftleiter, Ferdinand Reuter. Darmstadt, [1905]. 4°. Illus. [3]
- Gibbons, Hughes Oliphant.** A history of Old Pine Street, being the record of an hundred and forty years in the life of a colonial church. With seventy-two full-page illus. Philadelphia, 1905. 8°. 366 p. Portraits and facsimiles. [1]
- Gibbs, James M.** History of the first battalion Pennsylvania six months volunteers and 187th regiment Pennsylvania volunteer infantry. Six months and three years service, civil war, 1863-65. Harrisburg, 1905. 8°. (2), 320 p. Portraits and illus. [2]

- Gibbs, Philip.** Men and women of the French revolution. Plates. Philadelphia, 1906. 4°. xii, 390 p. [1]
- Gibraltar.** Ordinances, 1905. *n.t.p.* [1905.] f°. [3]
- Gibson, J. T., editor.** History of the 78th Pennsylvania Volunteer Infantry. Edited by J. T. Gibson, under the direction of the historical committee of the Regimental Association. [Pittsburgh], 1905. 8°. 267 p. Portraits, maps, and illus. [2]
- Gibson, John William, and Miller, E. E.** The citizens' guide; or, Modern Americanism. The laws and government of our country and insular possessions, capital, labor, strikes, *etc.* Naperville, Ill., [1905]. 12°. 492 p. Illus. and portraits. [1]
- Gibson, Thomas.** The pitfalls of speculation. N. Y., 1906. 12°. 169 p. [1]
- Giffin, William Milford, and Provines, Harris G.** Civics for young Americans; or, First lessons in government. With an appendix containing explanations of state, county, town, and city government. 4th ed., revised. N. Y., 1905. 12°. 174 p. Plate. [1]
- Gilbert, Charles Benajah.** The school and its life, a brief discussion of the principles of school management and organization. N. Y., [1906]. 8°. vii, 259 p. [1]
- Gilman, Daniel Coit.** The launching of a university and other papers, a sheaf of remembrances. N. Y., 1906. 8°. (5), 386 p. Portrait. [1]
- Gilmore, Frank Albert.** The Madison guide book, Madison, Wis. Illus. Madison, 1905. 12°. xii, 72 p. [1]
- Gladden, Washington.** The new idolatry and other discussions. N. Y., 1905. 12°. xi, 263 p. [1]
- Glarus, Switzerland.** Amtsblatt des Kt. Glarus, [containing the laws published from 1902 to 1905]. Glarus, 1902-05. 4°. [3]
- Landsbuch des Kantons Glarus. 5er Band, enthaltend alle seit der Anno 1896 erfolgten Herausgabe des 4ten Bandes bis und mit Ende 1901 erschienenen, gegenwärtig noch in Kraft stehenden kantonalen Gesetze, Verordnungen und Beschlüsse, nebst den wichtigsten seitherigen Bundeserlassen. [Glarus], 1902. 8°. [3]
- Glen Ridge, N. J. Board of Education.** 11th annual report, March 1, 1906. *n.p.*, [1906]. 8°. [3]
- Gloucester (Mass.) Daily Times,** July 1905—June 1906. Gloucester, 1905-06. 2 v. f°. [3]
- Gloucester Directory,** 1905, comprising also the towns of Rockport, Essex, and Manchester. No. 19. Sampson & Murdock Co. Gloucester, 1904. 8°. Folded map. [1]
- Goble, Warwick, and Van Millingen, Alexander.** Constantinople, painted by Warwick Goble, described by Alexander Van Millingen. London, 1906. 8°. ix, 282 p. Plates and folded map. [1]
- Goddard, Dwight.** Eminent engineers; brief biographies of thirty-two of the inventors and engineers who did most to further mechanical progress. N. Y., 1906. 8°. 280 p. Portraits, illus., and folded plan. [1]
- Goddard, Fannie.** Newquay, Cornwall: the Vale of Lanherne and Perranzabuloe. Ed. by Prescott Row. [2d ed. revised, 1906.] Newquay, 1906. 12°. 92 p. Folded map and illus. (Homeland Handbooks, no. 27.) [1]
- Goddard, Merritt Elton, and Partridge, Henry V.** A history of Norwich, Vt. Published by authority of the town; with portraits and illus. Hanover, N. H., 1905. 8°. (5), 276 p. Portraits and illus. [1]
- Goding, Frederic Webster.** Genealogy of the Goding family. With a biographical sketch of the author by Mrs. A. M. Taylor and Stewart Keightley. With plates. Richmond, Ind., 1906. 1. 8°. 175, (1) p. Portraits and facsimiles [1]
- Gold Coast Colony, Africa.** Ordinances of the Gold Coast Colony, and the rules and ordinances thereunder in force 31st March, 1903; also, the ordinances, *etc.*, in force in Ashanti and the northern territories of the Gold Coast. Prepared, 1903, by W. B. Griffith. Vol. 2. London, 1903. 1. 8°. (2), 879-1785, (1) p. [1]



- Gonner, Edward Carter Kersey.** Interest and saving. London, 1906. 12°. xv, 172 p. [1]
- Goodchild, G. F., and Tweney, C. F.** A technological and scientific dictionary. London, [1906]. 1. 8°. viii, 875 p. Illus. [1]
- Goode, John.** Recollections of a lifetime. N. Y., 1906. 8°. 266 p. Portrait. [1]
- Goodnow, Frank Johnson.** The principles of the administrative law of the United States. N. Y., 1905. 8°. xxvii, 480 p. [1]
- Selected cases on government and administration. Chicago, 1906. 8°. x, 250 p. [1]
- Selected cases on the law of taxation. Chicago, 1905. 8°. xix, 661 p. [1]
- The work of the American Political Science Association. *n.t.p.* [1904.] 8°. 12 p. [3]
- Goold, Nathan.** Marquis Fayette King. Boston, 1905. 8°. 7 p. Portrait. [3, *Author.*]
- The Wadsworth-Longfellow house, Longfellow's old home, Portland, Me.; its history and its occupants. [Portland], 1905. 1. 8°. 28 p. Portraits and illus. [1]
- Windham, [Me.], in the revolution. [Clippings from the Portland Sun and other papers, March 10—April 21, 1900.] 8°. (15) p. [1]
- Goodrick, John Tackett.** The life of General Hugh Mercer, with brief sketches of General George Washington, John Paul Jones, General George Weedon, James Monroe and Mrs. Mary Ball Washington; also a sketch of Lodge no. 4, A. F. and A. M., and a genealogical table of the Mercer family. Illus. N. Y., 1906. 8°. 140 p. Portraits. [1]
- Gordon, William Clark.** The social ideals of Alfred Tennyson as related to his time. Chicago, 1906. 12°. vi, (1), 257 p. [1]
- Goschen, George Joachim, 1st Viscount Goschen.** Essays and addresses on economic questions, 1865-93, with introductory notes, 1905. London, 1905. 8°. xii, 354 p. [1]
- Gould, George Milbry.** Biographic clinics. Philadelphia, 1903-05. 3 v. 8°. Illus. and portrait. [4]
- Gould, Sabine Baring.** A book of the Rhine from Cleve to Mainz. With 8 illus. in colour by Trevor Hadden, and 48 other illus. N. Y., 1906. 12°. xii, 345 p. [1]
- A book of the Riviera. With forty illus. N. Y., 1905. 12°. vii, (1), 320 p. Portraits. [1]
- Gould, W. Reid.** Gould's Greater New York and state lawyers' diary for 1906. Published annually. N. Y., 1906. 16°. 573 p. [3]
- Government Publications.** Vol. 3, no. 12; v. 5, no. 7; v. 6, no. 12; v. 7, no. 2. Dec. 1902, July 1904, Dec. 1905, Feb. 1906. *n.t.p.* [Wash., 1902-06.] 8°. [3]
- Graetz, Heinrich Hirsch.** History of the Jews. Philadelphia, 1891-1902. 6 v. 8°. Portrait. [1]
- Vol. 2-3 are of a new ed., 1902.
- Grafton, Mass.** Vital records of Grafton, Mass., to the end of the year 1849. Published by F. P. Rice. Worcester, 1906. 8°. 377 p. (Systematic History Fund.) [4]
- Grames, Lloyd.** A century of Hinesburgh history. [Clippings from the Milton Rays, Oct. 18—Dec. 20, 1900.] 8°. (19) p. [1]
- Granby (Mass.) Directory.** See *Belchertown, etc., Directory.*
- Grand Army of the Republic.** *Department of Massachusetts.* Journal, 39th annual encampment, Boston, Feb. 14-15, 1905, with address of Lucius Field, reports, general orders, etc. Boston, 1905. 8°. Portraits. [3]
- Official souvenir of the 28th annual encampment, and 16th annual convention of the Department of Massachusetts, Woman's Relief Corps, Springfield, Feb. 13-14, 1895. [Springfield, 1895.] 8°. 80, (1) p. Portraits and illus. [1]
- *Department of Michigan.* Journal, 26th-27th annual encampment, June 1904-05. Lansing, 1904-05. 2 v. 8°. Portraits. [2]

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- *Department of Pennsylvania*. General orders, June 1900—May 1901. Proceedings of the 35th annual encampment, Gettysburg, June 5-8, 1901. [Harrisburg], 1901. 8°. 301 p. Portraits. [3]
- *Woman's Relief Corps*. *Department of Massachusetts*. Journal, 26th annual convention, Boston, Feb. 14-15, 1905. Boston, 1905. 8°. Portraits. [3]
- Grand Rapids, Mich.** *Board of Education*. 32d annual report, Sept. 1, 1904. [Grand Rapids, 1904.] 8°. Illus. [4]
- *Public Library*. 35th annual report, March 31, 1906. Grand Rapids, 1906. 8°. [3]
- Bulletin. Vol. 1. June 1904—Dec. 1905. n.p., 1904-05. 1. 8°. [3]
- A little journey in the Ryerson public library building. n.t.p. [1906.] narrow 8°. 8 p. Illus. [3]
- Granite Monthly**. A New Hampshire magazine. Vol. 32-37. Jan. 1902—Dec. 1905. Concord, N. H., 1902-06. 6 v. 8°. Portraits, illus., and facsimiles. [1]
- Granite State Magazine**. An illustrated monthly devoted to the history, story, scenery, industry and interest of New Hampshire. Ed. by G. W. Browne. Vol. 1. Jan.—June 1906. Manchester, N. H., 1906. 8°. Portraits. [1]
- Granville, Mass.** *Directory*. See Westfield (Mass.) Directory.
- Gray, Horace**. In memoriam. Horace Gray. [Proceedings of the bar of the Supreme Court of the United States, Dec. 13, 1902, and the Supreme Court of the United States, Jan. 5, 1903.] h.t.p. [1903?] 1. 8°. 58 p. Portrait. [3]
- Gray, James M.** Limitations of the taxing power, including limitations upon public indebtedness. A treatise upon the constitutional law governing taxation and the incurrence of public debt in the United States, in the several states, and in the territories. San Francisco, 1906. 8°. lx, 1316 p. [1]
- Gray, John Chipman**. The rule against perpetuities, 2d ed. Boston, 1906. 8°. xlvii, 664 p. [1]
- Select cases and other authorities on the law of property. Vol. 1-4. 2d ed. Cambridge, 1905-06. 4 v. 8°. [1]
- Gray, John Henry**. The control of quasi-public enterprises, address before the Massachusetts Reform Club, [Boston], Feb. 2, 1906. Boston, 1906. 8°. 20 p. [3]
- Great Britain**. *Admiralty*. Navy estimates for the year 1905-06, with explanation of differences. London, 1905. f°. [1]
- *Board of Agriculture and Fisheries*. Agricultural statistics, 1903. Report on the agricultural returns relating to acreage and produce of crops and number of live stock in Great Britain, with summaries for the United Kingdom, British possessions and foreign countries, and particulars of prices, imports and exports of agricultural produce. London, 1904. 8°. xli, 290 p. [1]
- Annual report of proceedings under the salmon and freshwater fisheries acts, etc., for the year 1903. London, 1904. 8°. [1]
- *Board of Education*. Code of regulations for public elementary schools with schedules. London, 1905. 8°. xvi, (1), 46 p. [1]
- List of evening schools under the administration of the Board for the school year 1903-04. London, 1905. 8°. (2), 109 p. [1]
- Regulations for evening schools, technical institutions and schools of art and art classes, 1st Aug. 1905—31st July 1906. London, 1905. 8°. v, 66 p. [1]
- Regulations for secondary schools, 1st Aug. 1905—31st July 1906. London, 1905. 8°. xvi, 15 p. [1]
- Regulations for the instruction and training of pupil teachers, Aug. 1, 1905—31st July 1906. London, 1905. 8°. x, 51 p. [1]
- Regulations for the training of teachers and for the examination of students in training colleges. London, 1905. 8°. xxii, 65 p. [1]
- Report for the year 1903-04—04-05. London, 1904-05. 2 v. 8°. [1]
- Reports on children under five years of age in public elementary schools, by women inspectors of the Board. London, 1905. 8°. iii, 155 p. [1]

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- - Special reports on educational subjects. Vol. 15-16. London, 1905-06. 2 v. 8°. [1]
- - Statistics of public education in England and Wales, 1903-5. London, 1905. 8°. lxv, 442 p. [4]
- - Suggestions for the consideration of teachers and others concerned in the work of public elementary schools. London, 1905. 8°. 155 p. [1]
- - *Board of Trade.* Foreign trade and commerce. Accounts relating to the trade and commerce of certain foreign countries and British possessions, May 1904-Dec. 1905. London, 1904-06. 8°. [1]
- - Life assurance companies. Statements of accounts and of life assurance and annuity business and abstracts of actuarial reports deposited with the Board during the year ended 31st Dec. 1904. London, 1905. f°. [1]
- - (*Commercial, Labour, and Statistical Department.*) Annual statement of the navigation and shipping of the United Kingdom, 1903-04. London, 1904-05. 2 v. f°. [1]
- - - Colonial import duties, 1904-05. Return relating to the rates of import duties levied upon the principal and other articles imported into the British colonies, possessions, and protectorates, duties in force so far as notified to the Board, at date of preparation of return, Oct. 1905. London, 1904-05. 2 v. 8°. [1]
- - - Conciliation, trade disputes act, 1896. 5th report of proceedings, 1903-05. London, 1905. 8°. [1]
- - - Foreign import duties, 1905. Statement of the rates of import duties levied in European countries, Egypt, the United States, Japan, China, and Persia, upon the produce and manufactures of the United Kingdom. London, 1905. 8°. [1]
- - - Statistical abstract for the British empire in each year, 1889-1903. 1st number. London, 1905. 8°. vii, 110 p. [1]
- - - Statistical abstract for the principal and other foreign countries in each year, 1892-1901-02, 1893-1902-03, as far as the particulars can be stated. 30th-31st number. London, 1904-05. 2 v. 8°. [1]
- - - Statistical abstract for the several British colonies, possessions, and protectorates in each year, 1889-1903, 1890-1904. 41st-42d number. London, 1904-05. 2 v. 8°. [1]
- - - Statistical abstract for the United Kingdom in each of the last fifteen years, 1889-1903, 1890-1904. 51st-52d number. London, 1904-05. 2 v. 8°. [1]
- - - Statistical tables relating to British colonies, possessions, and protectorates. Part 28. 1903. London, 1905. f°. [1]
- - - Unemployed in foreign countries. Report to the Board on agencies and methods for dealing with the unemployed in certain foreign countries. By D. F. Schloss. London, 1904. 8°. xi, 238 p. [1]
- - (*Labour Department.*) 10th abstract of labour statistics of the United Kingdom, 1902-04. London, 1905. 8°. [1]
- - - Directory of industrial associations in the United Kingdom in 1905. London, 1905. 8°. [1]
- - - Strikes and lock-outs. Report on strikes and lock-outs in the United Kingdom in 1903-04, and on conciliation and arbitration boards. London, 1904-05. 2 v. 8°. [1]
- - - Wages and hours of labour. Report on changes in rates of wages and hours of labour in the United Kingdom in 1904, with comparative statistics for 1895-1903. London, 1905. 8°. [1]
- - (*Statistical Department.*) Trade and navigation. Accounts relating to trade and navigation in the United Kingdom for each month during the year 1904-05. May 1904-Dec. 1905. London, 1904-05. 20 v. 8°. [1]
- *Census*, 1901. Census of England and Wales. General report, with appendices. London, 1904. f°. vii, 325 p. [1]
- *Civil Service Commissioners.* 49th report, with appendix. London, 1905. 8°. [1]

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- *Colonial Office*. Colonial reports, annual. No. 413-480. Jan. 1904-Dec. 1905. London, 1904-05. 2 v. 8°. [1]
- *Commissioner of Police of the Metropolis*. Report, 1904. London, 1905. f°. [1]
- *Commissioners in Lunacy*. 58th-59th report. London, [1904-05]. 2 v. 8°. [1]
- *Commissioners of Inland Revenue*. 47th-48th report, 31st March 1904-05. London, 1904-05. 2 v. f°. [1]
- *Commissioners of Prisons and Directors of Convict Prisons*. Report with appendices for the year ended 31st March 1905. London, 1905. 8°. [1]
- *Committee of Council on Education*. (*Scotch Education Department*.) Report, with appendix, 1903-04-04-05. London, 1904-05. 2 v. 8°. [1]
- *Court of Referees in Parliament*. *Locus standi* reports. Vol. 2. Court of Referees on private bills in Parliament. Reports of cases decided in 1900-[04]. By R. C. Saunders and Evans Austin. London, 1905. 8°. [1]
- *Custom House*. Annual statement of the trade of the United Kingdom with foreign countries and British possessions, 1903 v. 2, 1904, compared with the four preceding years. London, 1904-05. 3 v. f°. [1]
- 48th report of the Commissioners of Customs for the year ended 31st March 1904. London, 1904. 8°. [1]
- *Deputy Master and Comptroller of the Mint*. 34th-35th annual report, 1903-04. London, 1904-05. 2 v. 8°. Plates. [1]
- *Director-General of Railways*. Administration report on the railways in India, 1903-04. London, 1904-05. 2 v. f°. Folded maps and diagrams. [1]
- *Foreign Office*. General index, chronologically and alphabetically arranged, to the British and foreign state papers, v. 65-92, 1873-1900. Vol. 93. Compiled and ed. by librarian and superintendent of the treaty department. London, 1904. 8°. [1]
- British and foreign state papers, 1900-01. Vol. 94. Compiled and ed. by librarian and superintendent of the treaty department. London, 1904. 8°. [1]
- *High Court of Admiralty*. Reports of prize cases determined in the High Court of Admiralty before the Lords Commissioners of Appeals in prize causes and before the Judicial Committee of the Privy Council, 1745-1859. Ed. by E. S. Roscoe. London, 1905. 2 v. 8°. xlviii, 650 p.; xxxii, 660 p. [1]
- *Home Office*. Judicial statistics, England and Wales, 1903. Part 1. Criminal statistics. London, 1904. f°. Diagrams. [1]
- *Same*. Part 2. Civil judicial statistics. London, 1905. f°. [1]
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- Mansfield, Mass.** *Directories.* Resident and business directory of Mansfield, Norton, and Raynham, Mass., 1906. Compiled and published by A. E. Foss & Co. Hopkinton, 1906. 8°. [1]
- Manson, Edward, and Cook, Walter Ivimey, editors.** Reports of bankruptcy and company cases decided in the High Court of Justice, the Court of Appeal, and the House of Lords. Vol. 12, comprising cases decided during the year 1905. London, 1906. 8°. [1]
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- No. 110 of 1,000 copies printed.
- Marblehead, Mass.** *Abbot Public Library.* 28th annual report, 1905-6. [Marblehead, 1906.] 8°. [3]
- Marblehead, Mass.** *Directory.* See Naumkeag Directory.
- Margoliouth, David Samuel.** Mohammed and the rise of Islam. N. Y., 1906. 12°. xxvi, (1), 481 p. Illus. and folded maps. (Heroes of the Nations, [no. 50].) [1]
- Mariners' Advocate.** Vol. 1-6. April 1899-March 1905. [Ed. by Horace Parker Chandler.] Boston, 1899-1905. 6 v. in 2. 8°. Illus. [3, *Editor.*]
- Marion, Henri.** John Paul Jones' last cruise and final resting place, the United States Naval Academy. Wash., 1906. 8°. 87 p. Portraits and illus. [1]
- Markby, Sir William.** An introduction to Hindu and Mahomedan law for the use of students. Oxford, 1906. 8°. (4), 172 p. [1]
- Marks, William Dennis.** The finances of gas and electric light and power enterprises. Electric railways, electric light stations, gas works, oil motor cars. n.p., [1906?]. 12°. (4), 368 p. [1]
- Marlboro (Mass.) Directory,** including Southboro, Mass., 1905-6. Vol. 4. W. E. Shaw, compiler and publisher. Boston, 1906. 8°. Folded map. [1]
- Marlborough, Conn.** Report of the celebration of the centennial of the incorporation of the town of Marlborough, Aug. 23-25, 1903. Compiled and published by Mary Hall. [Hartford], 1904. 8°. 96 p. Portraits, folded maps, and illus. [3]
- Marsh, Harriet Anne.** The point of view of modern education. Bloomington, Ill., 1905. 16°. (6), 177 p. [1]
- Marshall, John, Chief Justice.** The constitutional decisions of John Marshall. Ed. with an introductory essay by J. P. Cotton, Jr. N. Y., 1905. 2 v. 8°. xxxvi, 462 p.; v, 464 p. Portraits and illus. [1]
- Martens, Georg Friedrich.** Nouveau recueil général de traités et autres actes relatifs aux rapports de droit international. Continuation du grand Recueil de G. F. de Martens par Félix Stoerk. 2e série, tome 32. Leipzig, 1906. 8°. [1]
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- Maryland. Agricultural College, College Park. Agricultural Experiment Station.** 19th annual report, 1905-06. n.p., [1906]. 8°. [3]
- — — Bulletin. No. 100-101, 105, 107-109. March-April, Aug. 1905, Oct. 1905-April 1906. n.p., [1905-06]. 8°. [3]
- *Bureau of Statistics and Information.* 14th annual report, 1905. Baltimore, 1906. 8°. Folded sheets and map. [2]
- *Commission to the Louisiana Purchase Exposition, St. Louis, Mo., 1904.* Report to the General Assembly of Maryland, session 1906. Baltimore, 1906. 8°. 387 p. Portraits, illus., and folded map. [2]

**Maryland, continued.**

- *Commissioner of the Land Office*. Bi-annual report, Sept. 30, 1905. Salisbury, 1905. 8°. [2]
- *Court of Appeals*. Reports of cases. W. T. Brantly, state reporter. Vol. 100-101. Containing cases in Oct. term 1904—April term 1905. Frederick, 1905-06. 2 v. 8°. [2]
- *Department of Public Education*. 38th annual report, showing condition of the public schools of Maryland for the year ending July 1, 1904. Baltimore, 1904. 8°. [4]
- *General Assembly*. Archives of Maryland. Proceedings and acts of the General Assembly, Sept. 1704—April 1706. Published under the direction of the Maryland Historical Society. [Vol. 26.] W. H. Browne, ed. Baltimore, 1906. 4°. [3]
- [House and Senate documents, 1906.] *n.t.p.* [1906.] 8°. [2]
- *Journal of proceedings of the House of Delegates*, Jan. session, 1906. Annapolis, 1906. 8°. [2]
- *Journal of proceedings of the Senate*, Jan. session, 1906. Annapolis, 1906. 8°. [2]
- *Laws*, [Jan. session], 1906. Baltimore, 1906. 8°. [2]
- *Geological Survey*. [Reports, 1905.] Vol. 5. Baltimore, 1905. 1. 8°. Folded maps, illus., and diagrams. [2]
- *Governor*. Message of Edwin Warfield to the General Assembly, regular session, Jan. 1906. Baltimore, 1906. 8°. 47 p. [4]
- *Thanksgiving proclamation*, [Nov. 30, 1905. Annapolis, 1905.] f°. (3) p. [4]
- *State Library Commission*. 3d annual report, 1905. *h.t.p.* [1905.] 8°. [2]
- Maryland Agricultural College**. Quarterly. No. 26, 29-31. Nov. 1904, Aug. 1905—Feb. 1906. College Park, [1904-06]. 8°. [3]

**Masefield, John**. On the Spanish Main; or, Some English forays on the Isthmus of Darien, with a description of the buccaneers and a short account of old-time ships and sailors. With illus. and map. N. Y., 1906. 8°. xii, 339 p. [1]

**Mason, Francis**. Burma, its people and productions; or, Notes on the fauna, flora and minerals of Tenasserim, Pegu and Burma. Rewritten and enlarged by W. Theobald. Hertford, 1882-83. 2 v. 1. 8°. xxiv, (1), 560 p.; xv, 787 p. [1]

**Massachusetts. Adjutant General**. Annual report, 1905. Boston, 1906. 8°. [4]

— *Circular[s]*, Jan. 16—Dec. 18, 1905. No. 1-8. *n.t.p.* [Boston, 1905.] 8°. [4]

The circular for Jan. 16 has no number.

- *General orders*. [Series of 1905.] No. 1-36. Jan. 4—Dec. 20, 1905. *n.t.p.* [Boston, 1905.] 8°. [4]
- *Attorney-General*. Report for the year ending Jan. 17, 1906. Boston, 1906. 8°. [4]
- *Auditor of Accounts*. Newspapers available for advertising hearings before legislative committees. 1904. *h.t.p.* [Boston, 1904.] 8°. 13 p. [3]
- *Report*, 1905. Boston, 1906. 8°. [4]
- *Board of Commissioners of Savings Banks*. 30th annual report, 1905. Boston, 1906. 8°. [4]
- *Board of Education*. 69th annual report, 1904-05. Boston, 1906. 8°. [4]
- *Board of Gas and Electric Light Commissioners*. 21st annual report, 1905. Boston, 1906. 8°. [4]
- *Board of Harbor and Land Commissioners*. 27th annual report, 1906. Boston, 1906. 8°. Folded map. [4]
- *Atlas of the boundaries of the cities of Gloucester and Newburyport, and towns of Amesbury, Essex, Georgetown, Groveland, Hamilton, Ipswich, Manchester, Merrimac, Newbury, Rockport, Rowley, Salisbury, Topsfield, Wenham, West Newbury, Essex Co.* [Boston], 1905. f°. Plans. [4]
- *Board of Metropolitan Park Commissioners*. Report, Jan. 1906. Boston, 1906. 8°. Folded maps and illus. [4]



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- *Board of Police for the City of Boston.* 21st annual report, Dec. 1906. Boston, 1906. 8°. [4]
- *Board of Police for the City of Fall River.* Annual report, Dec. 1905. Boston, 1906. 8°. [4]
- *Board of Prison Commissioners.* 5th annual report, Sept. 30, 1906. Boston, 1906. 8°. [4]
- The prison officers' hand book, containing laws relative to prisons; digest of the decisions of the Supreme Judicial Court, etc. Prepared by F. G. Pettigrove, chairman of the Board. Boston, 1905. 8°. 181 p. [4]
- *Board of Railroad Commissioners.* 37th annual report, Jan. 1906; [with railroad returns of 1905]. Boston, 1906. 8°. Folded maps. [4]
- Hearing on petition of the Haverhill, Georgetown and Danvers Street Railway to cross Boston and Maine R.R. at grade, before the Railroad Commissioners, Sept. 30, Oct. 8, Oct. 18, 1895. [Stenographer's minutes.] *n.t.p.* [1895.] 3 pt. 4°. [4]
- An index-digest of the reported decisions, precedents, and general principles, enunciated by the Board, 1870-1904. Prepared by the clerk of the Board, [C. E. Mann]. Boston, 1905. 1. 8°. xxiv, 90 p. [4]
- [Report upon the matter of requiring street railway companies to pay a proportion of the cost of the abolition of grade crossings in certain cases.] *n.t.p.* [Boston, 1901.] 8°. 6 p. (House doc., no. 135.) [4]
- *Board of Registration in Dentistry.* 19th annual report, 1905. Boston, 1906. 8°. [4]
- *Board of Registration in Medicine.* 12th annual report, 1905. Boston, 1906. 8°. [4]
- *Board of Registration in Pharmacy.* 20th annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *Board of Registration in Veterinary Medicine.* 2d annual report, 1905. Boston, 1906. 8°. [4]
- *Bureau of Statistics of Labor.* 36th annual report, March 1906. Boston, 1906. 8°. [4]
- The apprenticeship system. Part 1 of the Annual report for 1906, pages 1 to 86. Boston, 1906. 8°. 85 p. [4]
- Cotton manufactures in Massachusetts and the Southern States. Part 2 of the Annual report for 1905, pages 39-106. Boston, 1905. 8°. (67) p. [4]
- Decennial census, 1905. [Bulletin, no. 1]-13. *n.t.p.* [Boston], 1905-06. 1° and 1. 8°. [4]
- Population and legal voters by cities and towns with wards and precincts. [Boston, 1906.] 8°. 13 p. [4]
- The incorporation of trade unions. Part 3 of the Annual report for 1906, pages 125-244. Boston, 1906. 8°. (118) p. [4]
- Industrial opportunities not yet utilized in Massachusetts. Part 4 of the Annual report for 1905, pages 151-302. Boston, 1905. 8°. (153) p. [4]
- Labor and industrial chronology for the year ending Sept. 30, 1903-05. Boston, 1904-06. 3 v. 8°. [4]
- Labor and industrial chronology for the year ending Sept. 30, 1905. Part 4, pages 375-602. Boston, 1906. 8°. [4]
- Labor bulletin. No. 37-43. Sept. 1905-Sept. 1906. Boston, 1905-06. 8°. [4]
- Old age pensions. Part 3 of the Annual report for 1905, pages 107-150. Boston, 1906. 8°. (43) p. [4]
- Statistics of manufactures, 1903-04-1904-05. Boston, 1905-06. 8°. [4]
- Trained and supplemental employees for domestic service. Part 2 of the Annual report for 1906, pages 87-124. Boston, 1906. 8°. (36) p. [4]
- *Census, 1905.* See, back, *Bureau of Statistics of Labor.*
- *Charles River Basin Commission.* 3d annual report, Oct. 1, 1905. Boston, 1906. 8°. Folded maps, diagrams, and plates. [4]

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- *Chief of District Police.* Report, 1905, including the inspection and detective departments. Boston, 1906. 8°. [4]
- *Civil Service Commissioners.* 22d annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *Commission Appointed to Consider the Needs for Technical Education in the Different Grades of Industrial Skill and Responsibility.* [Hearing before the Commission, Sept. 5—Dec. 21, 1905. Stenographic report. Boston, 1905.] 18 pt. 4°. [4]
- *Commission on Industrial and Technical Education.* Report, April 1906. [C. D. Wright, W. A. Reed and others, commission.] Boston, 1906. 8°. (2), 196 p. [4]
- *Commission to Recodify the Insurance Laws of the Commonwealth.* Report, [April 15], 1906. *n.t.p.* [Boston, 1906.] 8°. 100 p. (House doc., no. 1265.) [4]
- *Commissioner of Public Records.* 18th report on the custody and condition of the public records of parishes, towns, and counties. Boston, 1906. 8°. [4]
- *Commissioner of State Aid and Pensions.* Annual report, 1905. Boston, 1906. 8°. [4]
- *Commissioners of the Firemen's Relief Fund.* 15th annual report, 1905. Boston, 1906. 8°. [4]
- *Commissioners on Fisheries and Game.* Report, 1905. Boston, 1906. 8°. Plates. [4]
- *Commissioners on War Records.* Report, Jan. 1906. Boston, 1906. 8°. [4]
- *Committee to Consider the Matter of Making Public Improvements under a More Extensive Exercise of the Right of Eminent Domain.* [Report, Dec. 29, 1903; with an appendix on certain details of the French and other continental systems of taking land for public purposes. E. M. Parker, H. R. Meyer, L. C. Wead, committee.] *n.t.p.* [Boston, 1904.] 8°. 101 p. (House doc., no. 288, 1904.) [4]
- *Controller of County Accounts.* 19th annual report, Dec. 31, 1905. Boston, 1906. 8°. [4]
- *Dairy Bureau.* 15th annual report, Jan. 15, 1906. Boston, 1906. 8°. [4]
- *Danvers Insane Hospital.* 28th annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *Foxborough State Hospital.* 14th annual report, Sept. 30, 1905. Boston, 1906. 8°. Illus. [4]
- *Free Public Library Commission.* 15th—16th report, 1905—06. Boston, 1905—06. 8°. [4]

The 15th report contains a map showing the public libraries of Massachusetts.

- *General Court.* Acts and resolves, public and private, of the province of the Massachusetts Bay: to which are prefixed the charters of the province. With historical and explanatory notes and an appendix. Vol. 13, being v. 8 of the appendix, containing resolves, *etc.*, 1741—46. Boston, 1905. 1. 8°. [4]
- Acts and resolves, 1906. Boston, 1906. 8°. [4]
- Acts and resolves during the session of 1906. [Pamphlet ed.] *n.t.p.* Boston, [1906]. 8°. [4]
- Bulletin of committee hearings, 1906. *n.t.p.* [Boston, 1906.] 1 v. in 2. 8°. [4]
- Calendar [of the House of Representatives], 1906. *n.t.p.* [Boston, 1906.] 8°. [4]
- Calendar [of the Senate], 1906. *n.t.p.* [Boston, 1906.] 8°. [4]
- Documents printed by order of the House of Representatives, 1906. Boston, 1906. 8 v. 8°. [4]
- Documents printed by order of the Senate, 1906. Boston, 1906. 3 v. 8°. [4]
- General laws of Massachusetts relating to railroad corporations and street railway companies. Provisions of the Revised laws, with subsequent legislation to and including the year 1905. Compiled by the Board of Railroad Commissioners. Boston, 1905. 1. 8°. (192) p. [4]

**Massachusetts. General Court, continued.**

- - [Hearing before committee on the pleuro-pneumonia, May 31, 1860.] *n.t.p.* [1860.] 8°. 279 p. [3]
- - Hearing on railroad and street railway laws before the joint special committee, June 30, July 11, 18-19, 1905. [Stenographic report.] Boston, 1906. 3 pt. 4°. [4]

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- - Hearings before the committee on elections [on petition of H. O. Alexander and I. P. Hutchinson, Jan. 25, 1894. Stenographic report.] *n.t.p.* [1894.] f°. 11 p. [4]

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- - [Indexes to] documents printed by order of the House of Representatives, 1898-1906. Boston, 1898-1906. 8°. [4]
- - [Indexes to] documents printed by order of the Senate, 1898-1906. Boston, 1898-1906. 8°. [4]
- - Investigation of charges of bribery against members of the House of Representatives before committee on rules, May 16-June 14, 1906. [Stenographic report.] Boston, 1906. 20 pt. 4°. [4]

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- - - Extracts from testimony of witnesses before the committee on rules in the investigation of the charge of bribery. *n.t.p.* [Boston, 1906.] 8°. 303 p. [4]
- - Journal of the House of Representatives, 1906. Boston, 1906. 8°. [4]
- - Journal of the Senate, 1906. Boston, 1906. 8°. [4]
- - Laws relating to political committees, caucuses, conventions, and the nomination of candidates, including the acts of 1906, *etc.* Boston, 1906. 24°. xviii, 135 p. [1]
- - Laws relative to the solemnization, record and returns of marriages in Massachusetts. Issued from the office of the Secretary of the Commonwealth. Boston, 1906. 8°. 12 p. [4]
- - List of committees, 1906. Boston, 1906. 24°. 47 p. [4]
- - Manual for the use of the General Court, [1906]. Boston, 1906. 16°. [4]
- - [Proceedings of the Legislature and reports of hearings before legislative committees as published in the Springfield Republican, 1906.] *n.t.p.* [1906.] 8°. [4]
- - A reference to the Revised laws, 1902, affecting the Board of Harbor and Land Commissioners. Boston, 1902. 4°. 19 p. [4]
- - Report of the joint special committee on railroad and street railway laws. *h.t.p.* [Boston, 1906.] 8°. xxi, (1), 198 p. [4]
- - Revised laws of 1902, chapter 34, and St. 1903, ch. 255, as amended according to suggestions of N. Matthews. Of the manufacture and distribution of gas and electricity by cities and towns. Boston, 1905. 8°. 14 p. [3]
- - Statutes relating to savings banks and institutions for savings. Corrected to June 30, 1905. Issued from the office of the Commissioners of Savings Banks. [Boston, 1905.] 8°. 30 p. [4]
- - See **Bridgman, A. M.**; — **Who's Who on Beacon Hill**; — *also, back, Board of Prison Commissioners*; — *Commission to Recodify the Insurance Laws of the Commonwealth.*
- **Governor.** Address of Curtis Guild, Jr., to the two branches of the Legislature of Massachusetts, Jan. 4, 1906. Boston, 1906. 8°. 35 p. (Senate doc., no. 1.) [4]
- - A proclamation for a day of public thanksgiving and praise, [30th Nov. 1905-29 Nov. 1906. Boston, 1905-06.] Broad-sides. [4]
- - A proclamation [setting apart Feb. 12, 1906, as Lincoln Day. Boston, 1906.] f°. (1) p. [4]
- - A proclamation [setting apart the 28th of April, 1906, as Arbor Day. Boston, 1906.] f°. (1) p. [4]
- **Greylock Commission.** 5th annual report, Jan. 1906. Boston, 1906. 8°. [4]

**Massachusetts, continued.**

- *Highway Commission*. 13th annual report, Jan. 1906. Boston, 1906. 8°. [4]
- Automobile department. Information relating to the registration of automobiles and motor cycles, and licenses to operate, motor vehicle legislation. Rules and regulations. Boston, 1906. 16°. 38, (2) p. [4]
- *Hospital for Epileptics, Palmer*. Report of the trustees for the year ending Sept. 30, 1905. Boston, 1906. 8°. [4]
- *Insurance Commissioner*. 51st annual report, Jan. 1, 1906. Boston, 1906. 1 v. in 2. 8°. [4]
- *Joint Committee of the State of Massachusetts and the City of Boston on the Celebration of the Two-Hundredth Anniversary of the Birth of Benjamin Franklin*. Jan. 17, 1906. Proceedings. [Boston, 1906.] 4°. 123 p. Illus. and portraits. [3]

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- The two-hundredth anniversary of the birth of Benjamin Franklin. Celebration by the commonwealth of Massachusetts and the city of Boston in Symphony Hall, Boston, Jan. 17, 1906. [Boston], 1906. 8°. 113 p. [4]
- *Land Court*. The registration of land titles and the Land Court of Massachusetts, with the decision of the Supreme Judicial Court declaring its constitutionality, some introductory notes by the recorder and an index. Boston, 1906. 8°. 90 p. [4]
- *Lyman and Industrial Schools*. 11th annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *Medfield Insane Asylum*. 10th annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *Metropolitan Water and Sewerage Board*. 5th annual report, Jan. 1, 1906. Boston, 1906. 8°. Folded maps. [4]
- *Militia. 1st Brigade*. Orderly book of the 1st Brigade, 1st Division, Mass. Militia, stationed at Boston, containing original entries of general and brigade orders, chiefly by Brig. Major Samuel M. Thayer and Brig. Gen. Eben Thayer, April 15, 1788—Sept. 5, 1796; with a roster of all the officers in the 1st Brigade. n.t.p. [Boston, 1788-96.] f°. (138) p. Ms. [1]
- (12th Webster Regiment Association.) Secretary's annual circular, no. 10, Dec. 1905. h.t.p. [1906.] 8°. [3]
- *Nautical Training School*. 14th annual report, Jan. 1, 1906. Boston, 1906. 8°. [4]
- *Northampton Insane Hospital*. 50th annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *School for the Feeble-Minded at Waltham*. 58th annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *Secretary of the Commonwealth*. Abstract of the certificates of corporations organized under the general laws of Massachusetts, with the annual returns during the year 1905. Boston, 1906. 8°. [4]
- Aggregates of polls, property, taxes, etc., as assessed May 1, 1905. Boston, 1905. 8°. [4]
- 14th annual report, Dec. 31, 1905. Boston, 1906. 8°. [4]
- Massachusetts soldiers and sailors of the revolutionary war. [Vol. 14. Shasth.] Boston, 1906. 1. 8°. [4]
- Number of assessed polls, registered voters and persons who voted in each voting precinct at the state, city, and town elections, etc., 1905. Boston, 1906. 8°. [4]
- Public documents, 1904. Boston, 1905. 12 v. 8°. [4]
- 63d report of births, marriages, and deaths in Massachusetts; returns of libels for divorce, etc., 1904. Ed. by F. A. Harris. Boston, 1905. 8°. [4]
- *Sergeant-at-Arms*. The State House, Boston, Mass. By E. M. Burrill. 2d ed. Printed under the direction of the Sergeant-at-Arms by order of the General Court. Boston, 1905. 12°. 104 p. [4]

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- *Special Committee on the London Sliding Scale of Prices and Dividends as Applied to Gas Companies.* Report, Feb. 7, 1906. [J. E. Cotter, C. P. Hall, special committee.] *n.t.p.* [Boston, 1906.] 80 p. Folded sheet. (House doc., no. 980.) [4]
- *State Board of Agriculture.* 53d annual report of the secretary, with the 18th annual report of the Hatch Experiment Station of the Massachusetts Agricultural College, 1905. Boston, 1906. 8°. [4]
- — Bulletin, no. 1-6. [Series of 1905.] Crop report, May-Oct. 1905. Boston, 1905. 8°. Illus. [4]
- — Bulletin on the gypsy moth danger and protection from it. Nov. 1, 1898. Boston, 1898. 8°. 18 p. [4]
- — Nature leaflet, no. 24-32. *n.t.p.* [Wareham, Boston, etc., 1905.] 8°. Illus. [4]
- — *Same.* No. 4, 8, 10, 14-16, 22-23. 2d ed. *n.t.p.* [Amherst, Wareham, 1900-1905.] 8°. Illus. [4]

No. 10, 14-16, 22-23 are of the "2d ed., revised."

- *State Board of Charity.* 27th annual report, Jan. 1906. Boston, 1906. 8°. [4]
- *State Board of Conciliation and Arbitration.* Annual report, 1905. Boston, 1906.] 8°. [4]
- *State Board of Health.* 36th annual report, [1904]. Boston, 1905. 8°. [2]
- — Mortality of Massachusetts for the week ending Jan. 7-Dec. 30, 1905. [Weekly bulletin. Vol. 23.] With the weekly meteorological record; also, summary of inspection of food and drugs, Dec. 1904-Nov. 1905. *n.t.p.* [Boston, 1905.] 4°. [4]
- *State Board of Insanity.* 7th annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *State Board of Publication.* 4th annual report. Boston, 1906. 8°. [4]
- *State Colony for the Insane, Gardner.* 3d annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *State Farm at Bridgewater.* 52d annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *State Forester's Office.* Bulletin, no. 3-5. Boston, 1906. 8°. [4]
- — Forestry in Massachusetts. By Alfred Akerman, State Forester. 2d ed., revised. Boston, 1905. 8°. 19 p. (Bulletin, no. 1.) [4]
- *State Hospital at Tewksbury.* 52d annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *State Library.* Report of the librarian for the year ending Sept. 30, 1905, and annual supplement to the catalogue. Boston, 1906. 8°. [4]
- *State Normal School at Bridgewater.* [Catalogue and circular], 1905-06. Terms 146 and 147. Boston, 1906. 8°. Illus. and plans. [3]
- *State Normal School at Fitchburg.* Catalogue and circular for the year ending June 29, 1906. Boston, 1906. 8°. Plates. [3]
- *State Normal School at Framingham.* Catalogue and circular, 1906-07. Boston, 1906. 8°. [3]
- *State Normal School at Hyannis, Mass.* Catalogue and circular for 1905-06. Boston, 1906. 8°. Illus. [3]
- *State Normal School at Lowell.* Catalogue and circular, 9th year, 1906. Boston, 1906. 8°. [4]
- *State Normal School at North Adams.* Circular and catalog for year ending June 30, 1906. Boston, 1906. 8°. Illus. [3]
- *State Normal School at Westfield.* Catalogue for the year ending July 26, 1859-60. Springfield, 1859-60. 8°. [3]
- — Catalogue and circular of information, 1905-06. Boston, 1906. 8°. [3]
- *State Prison.* The Mentor. Vol. 5. [Nov. 1904-Oct. 1905. Charlestown, 1904-05.] 4°. [4]
- *State Sanatorium at Rutland.* 9th annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]

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- *Superintendent for Suppressing the Gypsy and Brown-Tail Moth.* 1st annual report, Jan. 1906. Boston, 1906. 8°. Plates. [4]
- *Supreme Judicial Court.* The Massachusetts digest. A digest of the reported decisions of the Supreme Judicial Court, contained in the Massachusetts reports, v. 1-189, Sept. 1804—Dec. 1905. Compiled under the American Digest classification scheme. Vol. 1-4. Abandonment—Intervention. Boston, St. Paul, 1906. 4 v. 1. 8°. [1]
- — Massachusetts reports, 188-190. Cases argued and determined April 1905—March 1906. H. W. Swift, reporter. Boston, 1906. 3 v. 8°. [4]
- — Rules. *h.t.p.* [1905.] 12°. 74 p. [3]
- *Taunton Insane Hospital.* 52d annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *Tax Commissioner.* Report, 1905. Boston, 1906. 8°. [4]
- *Treasurer and Receiver-General.* Bonds issued, sinking funds and assessments of metropolitan districts and armories. Boston, 1905. 8°. 31 p. [4]
- — Cash statement, May 1, July 1—Aug. 1, Oct. 2—Dec. 1, 1905. *n.t.p.* [Boston, 1905.] 1°. [4]
- — Collateral legacy and succession tax. [Boston], 1906. 8°. 29, iv p. [4]
- — Report for the year ending Dec. 31, 1905. Boston, 1906. 8°. [4]
- *Wachusett Mountain State Reservation Commission.* 6th annual report, Jan. 1906. Boston, 1906. 8°. Plates. [4]
- *Water and Sewerage Board.* 5th annual report, Jan. 1, 1906. Boston, 1906. 8°. Plates. [4]
- *Westborough Insane Hospital.* 21st annual report, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *Worcester Insane Hospital.* 73d annual report, and 28th annual report of the Worcester Insane Asylum, Sept. 30, 1905. Boston, 1906. 8°. [4]
- *Description.* See *Souvenir* portfolio, etc.
- *Finance.* See Davis, A. M.; — Simons, W. C.
- *Government and Politics.* See Ware, H. E.
- *History.* See Weeden, W. B.
- — (*Regimental histories.*) (*5th Battery.*) See, forward, *Massachusetts Artillery. 5th Battery.*
- — — (*3d Regiment.*) See Gammons, J. G.
- — — (*12th Webster Regiment.*) See, back, *Militia.*
- — — (*20th Regiment.*) See Bruce, G. A.
- *Jurisprudence.* See Doherty, J. L.; — Perley, S.; — White, S. P.; — Williams, W. L.; — also, back, *Land Court.*
- Massachusetts, Cities and Towns of.** [Annual reports of receipts and expenditures, 1905-06.] v.p., [1905-06]. 8°. [3]
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- Massachusetts Agricultural College, Amherst.** 43d annual report, Jan. 1906; [with 18th annual report of the Hatch Experiment Station, Jan. 1906]. Boston, 1906. 8°. [4]
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- — Bulletin. No. 104-111. July 1905—July 1906. Amherst, 1905-06. 8°. [3]
- — *Meteorological Observatory.* Bulletin. No. 198-214. June 1905—Oct. 1906. *n.t.p.* [1905.] 8°. [3]
- Massachusetts Artillery. 5th Battery.** History of the Fifth Massachusetts Battery, organized Oct. 3, 1861, mustered out June 12, 1865. [Nathan Appleton and others, committee.] Boston, 1902. 8°. xiv, 991 p. Portraits and illus. [4]
- Massachusetts Charitable Eye and Ear Infirmary.** 80th annual report, 1905. Boston, 1906. 8°. [3]
- Massachusetts College of Osteopathy, Boston, Mass.** 8th annual announcement, 1905-06. Boston, 1905. 8°. [3]

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— The frigate Constitution. Memorial to the Senate and House of Representatives of the United States [in regard to the United States frigate Constitution, and the disposition to be made of that historic vessel. C. F. Adams, J. F. Rhodes, and others, Council of the Society.] *n.l.p.* [Boston, 1906.] 4°. 11 p. [3, *Hon. C. F. Adams, Boston.*]

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— *Same*. Vol. 41, no. 2. Report of the president and treasurer, Jan. 1906. [Boston, 1906.] 8°. [3]

— *Same*. Vol. 41, no. 3. Register of graduates, including professional occupations and account of the alumni associations, March 1906. [Boston, 1906.] 8°. [3]

— *Same*. Vol. 41, no. 4. Programme of the courses of instruction, 1906-07. [Boston, 1906.] 8°. [3]

— Commemorative address by Augustus Lowell at the graduation exercises, June 3, 1890, [25th anniversary; with list of candidates for the degree of Bachelor of Science]. Cambridge, 1890. 8°. 24 p. [3]

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- Minutes of the proceedings of the Council of Government and sessional papers, session 1905. *n.p.*, [1906]. f°. [3]
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- Maxwell, Richard Cowdy.** English local government. London, [1905]. 16°. (4), 170 p. Illus. (Temple Primers.) [1]
- Meadville Theological School, Meadville, Pa.** Catalogue, 61st–62d year, 1904–05—1905–06. Meadville, 1905–[06]. 8°. Illus. [3]
- Meakin, Annette M. B.** Russia, travels and studies. Illus. Philadelphia, 1906. 8°. xx, 450 p. Folded map. [1]
- Meakin, Budgett.** Life in Morocco and glimpses beyond. With illus. N. Y., 1906. 8°. xi, 400 p. [1]
- Model factories and villages: ideal conditions of labour and housing. With 209 illus., many of them from the author's camera. Philadelphia, [1905]. 8°. 480 p. [1]
- Mechem, Floyd Russell.** Cases on the law of partnership. 3d ed. Chicago, 1905. 1. 8°. xviii, 1135 p. [1]
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- Historic Medford, extracts from the town records, 1765–1862. [Clippings from the Medford Mercury, July 6–Sept. 21, 1900.] 8°. (22) p. Portrait. [1]
- Medford Historical Society.** The Medford Historical Register. [Quarterly.] Vol. 8. 1905. Medford, [1905]. 8°. [1]
- Medical Directory of Greater Boston,** containing detailed lists of hospitals, dispensaries, sanitariums, medical colleges, libraries and societies and physicians of every city and town of metropolitan Boston. Boston, 1906. 8°. 220 p. [1]
- Medway Historical Society, Medway, Mass.** Proceedings at the celebration of Old Home Day, Aug. 3, 1904; with an account of the dedication of the Rev. Jacob Ide Memorial in connection therewith. [Medway, 1904.] 1. 8°. 49, (1) p. Portraits and illus. [3]
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- The commixtion of the tribes, in the United States of America, of McSpadden, Love, Meigs, Clendinen, Von Bibber, Pope and others. Boston, 1906. f° sheet. [3, *Author.*]
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- Mercier, Charles.** Criminal responsibility. Oxford, 1905. 8°. 232 p. [1]
- Meriden, Conn.** An historic record and pictorial description of the town of Meriden, Conn., and men who have made it, from earliest settlement to close of its first century of incorporation. Issued as the official souvenir history by authority of the General Committee at the centennial celebration, June 10-16, 1906. Compiled by C. B. Gillespie, early history by G. M. Curtis. With illus. Meriden, 1906. 8°. 434, 608, 184 p. Portraits. [1]
- Merriam, George Spring.** The negro and the nation, a history of American slavery and enfranchisement. N. Y., 1906. 8°. iv, 436 p. [1]
- Merrimac (Mass.) Directory,** 1905. Vol. 4. W. E. Shaw, compiler and publisher. Boston, [1905]. 8°. [1]
- Merrimack (N. H.) Directory.** See Amherst, Mount Vernon, etc., Directory.
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- Mexican Herald.** [Daily.] U. S. ed. Jan. 1905-June 1906. City of Mexico, 1905-06. 3 v. f°. [3]
- Meyer, Hugo Richard.** Government regulation of railway rates; a study of the experience of the United States, Germany, France, Austria-Hungary, Russia and Australia. N. Y., 1905. 8°. xxvii, 496 p. [1]
- **Municipal ownership in Great Britain.** N. Y., 1906. 8°. xii, 340 p. [1]
- Miami University, Oxford, Ohio.** 81st annual report, 1904-05. Columbus, 1906. 8°. [2]
- Michie, Thomas Johnson.** The encyclopedic digest of Ohio reports, being a complete encyclopedia and digest of all the Ohio case law. Vol. 5-14. [Dismissal - Year to year.] Charlottesville, Va., 1905-06. 10 v. 8°. [1]
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- Michigan. Auditor General.** Annual report, June 30, 1905. Lansing, 1905. 8°. [2]
- **Bureau of Labor and Industrial Statistics.** 23d annual report, including the 13th annual report of the state inspection of factories. Lansing, 1906. 8°. Portrait and illus. [2]
- **Commissioner of Railroads.** 33d annual report, 1905. Lansing, 1906. 8°. [2]
- **Commissioner of the Banking Department.** 17th annual report, Dec. 31, 1905. Lansing, 1906. 8°. [2]
- **Commissioner of the Land Office.** 63d annual report, June 30, 1905. Lansing, 1905. 8°. [2]
- **Dairy and Food Department.** 12th annual report, June 30, 1905. Lansing, 1906. 8°. [2]
- **Bulletin.** No. 113-130. Jan. 1905-June 1906. Lansing, 1905-06. 8°. [2]
- **Governor.** A proclamation [announcing the death of] Aaron T. Bliss, [former Governor of Michigan, Sept. 17, 1906]. n.t.p. [Lansing, 1906.] f°. (4) p. [3]
- **Proclamation** [designating Nov. 30, 1906, as] Thanksgiving [Day. Lansing, 1905.] f°. (4) p. [4]
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- Laws relating to highways and bridges, with blank forms. [Revision of 1906.] Lansing, 1906. 8°. 272 p. [2]
- Laws relating to insurance. [Revision of 1905.] Lansing, 1905. 8°. 250 p. [2]
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- Michigan crop report. No. 285-298. June 1905—April 1906. *n.t.p.* [1905-06.] 8°. [2]
- *State Agricultural College. Experiment Station*. Bulletin 225-241. June 1905—Sept. 1906. Agricultural College, 1905-06. 8°. [3]
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- *State Board of Agriculture*. 44th annual report and 18th annual report of the Experiment Station, June 30, 1905. Lansing, 1905. 8°. Illus. [2]
- *State Board of Geological Survey*. Report for the year 1904. Lansing, 1905. 8°. [2]
- *State Board of Health*. 31st-32d annual report, June 30, 1903-04. Lansing, 1904-05. 8°. Diagrams. [2]
- Teachers' sanitary bulletin. Vol. 8. Jan.-Dec. 1905. *n.t.p.* Whole no. 83-93. Lansing, 1905. 8°. [2]
- *State Board of Library Commissioners*. 6th annual report, Dec. 31, 1905. Lansing, 1906. 8°. [2]
- *State Inspector of Illuminating Oils*. Report, 1905. Lansing, 1906. 8°. [2]
- *State Library*. Bulletin no. 7. Finding list of works on genealogy and American local history in Michigan State Library. Lansing, 1906. 8°. (4), 128 p. [2]
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- *Superintendent of Public Instruction*. 67th annual report, with accompanying documents for the year 1903. Lansing, 1904. 8°. [4]
- *Supreme Court*. Michigan reports. Cases decided, March 8—June 25, 1904. J. A. Brooks, state reporter. Vol. 136. 1st ed. Chicago, 1906. 8°. [2]
- Same. June 25, 1904—Nov. 21, 1905. H. B. Lazell, state reporter. Vol. 137-141. 1st ed. Chicago, 1906. 5 v. 8°. [2]
- Michigan Academy of Science**. 7th report, containing an account of the annual meeting, Ann Arbor, March 30—April 1, 1905. Lansing, 1905. 8°. Portrait, map, and diagrams. [2]
- Michigan Pioneer and Historical Society**. Historical collections. Vol. 34. Lansing, 1906. 8°. Illus. [2]
- Michigan Political Science Association**. Publications. Vol. 4, no. 5-6, Jan.-July 1902; v. 5, no. 1-4, Sept. 1902—March 1904. [Ann Arbor, 1902-04.] 8°. [1]
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- *Commandery of the District of Columbia.* War papers, 31. Flusser and the Albemarle. By F. W. Hackett. Read at the stated meeting of Nov. 1, 1899. *n.p.*, [1899]. 8°. 29 p. [3]
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- Military Service Institution of the United States, Governor's Island, N. Y.** Constitution, by-laws and register, with memoranda relating to the history and work of the Institution. *n.p.*, 1906. 8°. 58, (2) p. Portraits and plates. [3]
- Mill, Hugh Robert.** The siege of the South Pole. With illus. from drawings, photographs, and maps, and with map in colours by J. G. Bartholomew. N. Y., [1905]. 8°. xvi, 455 p. Portraits. [1]
- Millard, Thomas Franklin (Fairfax).** The new far East, an examination into the new position of Japan and her influence upon the solution of the far eastern question, with special reference to the interests of America and the future of the Chinese Empire. N. Y., 1906. 8°. xii, 319 p. Folded map. [1]
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- History of the Reformed Church, Reading, Pa. Illus. Introduction by Rev. B. Bauman. Reading, 1905. 12°. 468 p. Portraits. [1]
- Miller, Delavan S.** Drum taps in Dixie, memories of a drummer boy, 1861-65. Watertown, N. Y., 1905. 12°. 256 p. Portraits and illus. [1]
- Miller, N. C.** In the Supreme Court of the United States. The State of Kansas, complainant, *vs.* the State of Colorado *et al.*, defendants, the United States of America, intervenor. Brief on behalf of the state of Colorado on final hearing. J. F. Vaile [and others] of counsel, N. C. Miller, Attorney-General of Colorado and solicitor for defendant, state of Colorado. *n.p.*, [1906?]. 8°. viii, 352 p. Folded maps and illus. [3]
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- Milligan, Harvey William.** The government of the people of the state of Illinois. Philadelphia, 1895. 12°. 137 p. Portraits, map, and illus. [1]
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- *State Library Commission.* Library notes and news. No. 4. Oct. 1905. St. Paul, 1905. 8°. Illus. [3]
- *Superintendent of Public Instruction.* 12th biennial report, July 31, 1901 and 1902. 31st report in the series. St. Paul, 1903. 8°. [4]
- *Supreme Court.* Minnesota reports. Vol. 94-95. Cases argued and determined, Dec. 23, 1904—Sept. 1, 1905. H. B. Wenzell, reporter. St. Paul, 1906. 2 v. 8°. [2]
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- Collections. Vol. 10-11. St. Paul, 1905. 2 v. in 3. 8°. Portraits, maps, and illus. [3]
- Mischler, Ernst, and Ulbrich, Josef.** Österreichisches Staatswörterbuch. Handbuch des gesamten österreichischen öffentlichen Rechtes. 2e, wesentlich umgearbeitete Auflage. 2er Band. Wien, 1906. 1. 8°. [1]
- Mississippi.** *Agricultural Experiment Station, Agricultural College.* Bulletin. No. 87-88. Jan. 1905. n.t.p. [1905.] 8°. [3]
- *Department of Archives and History.* The Mississippi territorial archives, 1798-1803. Executive journals of Governor Winthrop Sargent and Governor William Charles Cole Claiborne. Compiled and ed. by Dunbar Rowland, director. Vol. 1. Nashville, Tenn. 1905. 8°. [2]
- *Railroad Commission.* 10th biennial report, June 30, 1905. Nashville, Tenn., 1906. Folded map. [2]
- *Supreme Court.* Mississippi decisions, containing the unreported opinions of the Supreme Court of Mississippi. Compiled by William Hemingway and C. M. McDonald. Vol. 1. Jackson, 1906. 8°. x, 754 p. [1]
- Reports of cases, Nov. term 1904—April term 1905. Vol. 85-86. Reported by T. H. McWillie. Nashville, Tenn., 1905-06. 2 v. 8°. [2]
- Missouri.** *Commission to the Louisiana Purchase Exposition.* Report to the Governor and General Assembly, Feb. 1905. Jefferson City, 1905. 8°. 292 p. [2]
- *Convention, 1820.* Journal of the Missouri State Convention. St. Louis, 1820; [reprinted in photo-facsimile, 1905]. 8°. 48 p. [2]
- *Courts.* A digest of the decisions of the courts of Missouri, reported in vols. 1-183 Mo. Sup. and a part of v. 184, v. 1-107 Mo. App. and a part of v. 108, v. 1-82 Southwestern Reporter, to Dec. 1904. By members of the editorial staff of the American Digest System. St. Paul, 1905. 10 v. 1. 8°. [1]
- *Governor.* Thanksgiving proclamation, [Nov. 30, 1905. Jefferson, 1905.] 4°. (1) p. [4]
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- *St. Louis and the Kansas City Courts of Appeals.* Cases determined, Feb. 27, 1905—Jan. 30, 1906. Reported by J. T. White and B. E. Guthrie, official reporters. Vol. 111-116. Columbia, 1905-06. 6 v. 8°. [2]

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- *State Fruit Experiment Station, Mountain Grove*. Bulletin. No. 13-14. Dec. 1905-Jan. 1906. n.p., [1905-06]. 8°. [3]
- Circular. No. 3. [July 1906.] n.t.p. [1906.] 8°. [3]
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- *Supreme and Appeal Courts*. Supplement to Pattison's digest of Missouri reports, embracing v. 169-185 of the Supreme Court reports and v. 95-108 of the reports of the Courts of Appeals. Vol. 7. By E. W. Pattison. St. Louis, 1906. 1. 8°. 1184 p. [1]
- *Supreme Court*. Reports of cases, March 30, 1905-April 20, 1906. P. S. Rader, reporter. Vol. 183-195. Columbia, 1905-06. 8 v. 8°. [2]
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- Mitton, G. E.** Black's guide to Scotland, North. London, 1905. 16°. xvi, 151-300 p. Folded maps and illus. [1]
- Monroe, Paul**. A text-book in the history of education. N. Y., 1905. 8°. xxiii, 772 p. [1]
- Monson, Brimfield, Wilbraham (Mass.)** Directory, 1906-07. Vol. 7. Boston, 1906. 8°. [1]
- Monson (Mass.)** Directory, including Wilbraham, Mass., 1904-06. Vol. 6. W. E. Shaw, compiler and publisher. Malden Station, Boston, [1904]. 8°. [1]
- Montague, Mass. Directory**. See *Greenfield (Mass.)* Directory.
- Montana. Attorney General**. Biennial report, Nov. 1, 1902. Helena, [1902]. 8°. [4]
- *Supreme Court*. Reports of cases, Feb. 24-June 22, 1904, Jan. 31-July 3, 1905. Official report. Vol. 30, 32. [Ed. and reported by A. C. Schneider.] San Francisco, 1905. 2 v. 8°. [2]
- Montgomery, Mass.** Historical and descriptive sketch of the town of Montgomery, Mass. [Clippings from the Westfield Times and News-Letter, Sept. 30, 1903.] 8°. 11 p. Portraits and illus. [1]
- Montgomery County (Pa.) Law Reporter**, 1905. Vol. 21. Reported by F. G. Hobson. Norristown, Pa., 1905. 8°. [1]
- Monthly Cumulative Book Index**. Vol. 8. Number 12. Complete for the year 1905 in one alphabet. Minneapolis, [1906]. 8°. [1]

This volume is issued Jan. 1906, and comprises author, title, and subject index of books published from Jan. 1, 1905 to Jan. 1, 1906.

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- - - Report, with minutes of evidence, relating to the proposed Mitchell Library as part of the national library for the state. Sydney, 1905. f°. 17, 42 p. [3]
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- - Report on the general working of the State Clothing Factory, with minutes of evidence. Sydney, 1905. f°. (2), 64, 256 p. [3]
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- - Estimates of the ways and means of the government for 1905-06-06-07. Sydney, 1905-06. f°. [3]
- - Schedule to the estimates for 1905-6, showing the total remuneration estimated to be received by all public officers who hold more than one office, etc., during the year ending 30th June, 1906. Sydney, 1905. f°. [3]

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- *Association of the Bar of the City of New York.* Annual reports, charter, constitution, *etc.*, 1906. N. Y., [1906]. 8°. [3]
- *Charity Organization Society. Committee on Social Research.* Family desertion. Five hundred and seventy-four deserters and their families, [by] Lillian Brandt. Family desertion and non-support laws, [by] W. H. Baldwin. [N. Y., 1906, and Wash., 1904.] 8°. 64 p.; 136, (5) p. [1]  

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- *Children's Aid Society.* 53d annual report, Oct. 1, 1905. N. Y., [1906]. 8°. Illus. [3]
- *Citizens' Union.* Briefs for the citizen, a pocket guide to the work and duties of the city government. Prepared and published by the Bureau of City Betterment of the Citizens' Union. N. Y., 1906. 24°. 48 p. [3]
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- *Holland Society.* The first annual dinner, Hotel Brunswick, Jan. 8, 1886. [Het Hollandsch Genootschap van New York. Maaltijd den Saten van Louwmaand, 1886.] *n.p.*, [1886?]. 1. 8°. 75 p. Portraits and illus. [3]
- *Year book, 1887-8.* *n.p.*, [1888]. 1. 8°. [3]
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- *Mercantile Library Association.* 85th annual report, 1905. *n.p.*, [1905]. 8°. [3]
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- *Saint Nicholas Society.* Genealogical record, containing the lines of descent of members of the Society so far as ascertained by the committee on genealogy to July 1, 1905. *n.p.*, 1905. 1. 8°. 333 p. [3]
- *Society for the Prevention of Cruelty to Children.* 31st annual report, Dec. 31, 1905. N. Y., 1906. 8°. Illus. [3]
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- **University Club.** Annual, 42d year, 1906-07. n.p., 1906. 8°. [3]
- New York, State. Agricultural Experiment Station, Geneva.** 23d annual report, 1904. Albany, 1905. 8°. [3]
- **Bulletin.** No. 265-280. April 1905—Aug. 1906. n.p., [1905-06]. 8°. Plates and folded map. [3]
- **Board of Railroad Commissioners.** 23d annual report, 1905. Albany, 1906. 2 v. 8°. Folded map. [2]
- **Board of Statutory Consolidation.** Plan for collating the statutes preparatory to the work of consolidation and revision. A. J. Rodenbeck, chairman, J. S. Landon, [and others]. Albany, 1904. 8°. 740 p. [2]
- **Civil Service Commission.** 22d report, Feb. 8, 1905. Albany, 1905. 8°. [2]
- **Comptroller.** Annual report, 1906. Albany, 1906. 8°. [2]
- **Constitutional Convention, 1788.** Debates and proceedings, a facsimile reprint of an original copy in the Adriance Memorial Library. Poughkeepsie, N. Y., 1905. 8°. (6), 144 p. [2]
- **Court of Appeals.** Reports of cases, May 30, 1905—Feb. 6, 1906. By E. A. Bedell, state reporter. Vol. 182-183. Albany, 1905-06. 2 v. 8°. [2]
- **Courts.** Civil procedure reports, [1905]. Reported with notes by P. S. Menken. Vol. 34. N. Y., 1905. 8°. [1]
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- **Same.** C. C. Lester, reporter. Vol. 48. [July-Dec. 1905.] Albany, [1906]. 8°. [2]
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- **Same.** Supplemental annotations to notes in v. 1-15, New York annotated cases. J. G. Greene, editor. Rochester, N. Y., 1905. 8°. (203) p. [1]
- **The New York criminal reports.** Reports of cases decided in all the courts of the state of New York, etc., with notes and references. By C. H. Mills. Vol. 18. [1903-04.] Albany, 1905. 8°. [1]
- **Department of Labor.** Bulletin. No. 24-27. [Vol. 7.] March-Dec. 1905. n.p., [1905]. 8°. [2]
- **[4th general report, 1904; containing the 4th annual report of the Commissioner of Labor, 18th annual report of the Board of Mediation and Arbitration, 19th annual report of the Bureau of Factory Inspection, and the 22d annual report of the Bureau of Labor Statistics.]** Albany, 1905. 2 v. 8°. [2]
- **Education Department.** 1st-2d annual report, July 31, 1904-05. Albany, 1905-06. 2 v. 8°. [2]
- **Same.** 1st annual report. Supplemental volume. Albany, 1905. 8°. [2]
- **Bulletin 31.** New York State Science Teachers Association. Proceedings, 10th annual conference, Syracuse, Dec. 27-29, 1905. Albany, 1906. 8°. [2]
- **Department bulletin.** No. 1-3. Albany, 1905-06. 8°. [3]
- **Forest, Fish and Game Commission.** 10th annual report, 1905. Albany, 1905. 8°. Plates. [4]
- **Governor.** Message of [F. W. Higgins], Jan. 3, 1906. Albany, 1906. 8°. 34 p. [4]
- **Public papers of George Clinton, first Governor of New York, 1777-95—1801-04.** Vol. 8. [War of the Revolution series, v. 8.] Albany, 1904. 8°. Portrait, plan, map, and illus. [2]
- **Thanksgiving proclamation,** [Nov. 30, 1905. Albany, 1905.] f°. (5) p. [4]
- **Legislature.** Calendar of bills of the Assembly, 127th session, [1904]. Albany, 1904. 4°. [2]
- **Calendar of bills of the Senate, 127th session, [1904].** Albany, 1904. 4°. [2]

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- Documents of the Assembly, 125th session, 1902, v. 20-21, 25-28; 127th session, 1904, v. 1-11, 15-25, 27. Albany, 1902-05. 31 v. 8°. [2]
- Documents of the Senate, 124th session, 1901, v. 14-16; 125th session, 1902, v. 10-16, 18, 21-22; 127th session, 1904, v. 1-14, 16-18, 20. Albany, 1901-04. 31 v. 8°. [2]
- General index to the laws of New York, 1777-1901. Prepared under direction of A. E. Baxter, Clerk of the Assembly. Albany, 1902. 3 v. 1. 8°. [2]
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- Supplement to the 3d ed. of Birdseye's revised statutes, codes and general laws of the state of New York, containing the text of the general laws passed at the sessions of 1902-05, etc. By C. F. Birdseye. N. Y., 1905. 1. 8°. (6), 1068 p. [1]
- Testimony taken before the joint committee of the Senate and Assembly of the state of New York to investigate and examine into the business and affairs of life insurance companies doing business in the state of New York, with the exhibits and the report of the committee. Albany, 1905-06. 10 v. 8°. [2]
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- *State Department of Health*. 24th annual report, Dec. 31, 1903. Albany, 1904. 1 v. text, 2 v. maps. [2]
- Monthly bulletin, Jan.-Dec. 1905. [Vol. 21. Whole number 251-262.] Albany, 1905. 4°. [2]
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- *State Historian*. Ecclesiastical records, state of New York. Published by the state under the supervision of Hugh Hastings, State Historian. Vol. 5-6. Albany, 1905. 2 v. 8°. [2]
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- *State Museum*. 57th annual report, 1903. Vol. 1, part 1-2. Albany, 1905. 1 v. in 2. 8°. [3]
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- — Memoir 8. Insects affecting park and woodland trees, by E. P. Felt. Albany, 1905. 4°. Colored plates and illus. [3]
- — Report of the director, 1904, with the 24th report of the State Geologist, and the report of the State Paleontologist, 1904. Albany, 1905. 8°. [3]
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- *Supreme Court. Appellate Division*. Reports of cases in the Appellate Division. M. T. Hun, reporter. Vol. 103-108. 1905. Albany, [1905]. 8°. [2]
- — *Same*. J. B. Fisher, reporter. Vol. 109-110. 1906. Albany, [1906]. 2 v. 8°. [2]

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- Statutes, 3d session, 15th Parliament, 1905. Wellington, 1905. 4°. [3]

**New Zealand Official Year-Book,** 1905. 14th year of issue. Prepared by E. J. Von Dadelzen, Registrar-General. Wellington, 1905. 8°. Map. [3]

**Newark, N. J. Free Public Library.** 17th annual report, 1905. Newark, 1905. 8°. Illus. [3]

- — *The Library News*. Vol. 15, no. 1-8. July 1903-May 1905. Newark, [1904-05]. 8°. [3]

**Newbury (Mass.) Directory.** See *Georgetown, etc., Directory*.

**Newburyport, Mass. Public Library.** Bulletin. No. 15-20. List of books added March 22, 1904-Oct. 10, 1906. n.t.p. [1904-06.] 8°. [3]

- Newburyport Morning Herald**, July 1905—June 1906. Newburyport, 1905-06. 2 v. 1<sup>o</sup>. [3]
- Newcastle-upon-Tyne, City and County. Public Libraries Committee.** 25th report, 1905-06. Newcastle-upon-Tyne, 1906. 8<sup>o</sup>. [3]
- Newcomb, Harry Turner.** For the railroads. [Facts and arguments which demonstrate the gains that result to all producers and consumers from the free action of commercial forces in shipping and transportation, and the losses that result from unwise statutory restrictions.] Wash., [1905]. 16<sup>o</sup>. 191 p. Map. [3]
- **Municipal socialism, the conservative victory in Cleveland.** Washington, D. C., 1905. 8<sup>o</sup>. 50 p. [3, *Author.*]
- **The proposed radical railway legislation.** An address before the faculty and students of the University of Missouri, Oct. 20, 1905. Wash., 1905. 8<sup>o</sup>. 32 p. [3, *Author.*]
- Newfoundland. Church of England Boards.** Report of the public schools and the Church of England Boards for year ended Dec. 31, 1905. St. John's, 1906. 8<sup>o</sup>. [3]
- **General Assembly. Acts,** [1905-06. St. John's], 1905-06. 2 v. 8<sup>o</sup>. [1]
- [Judicature act, 1889.] *n.t.p.* [St. John's, 189-]. 8<sup>o</sup>. 240 p. [1]
- *Same.* [Judicature amendment act, 1890.] *n.t.p.* [189-]. 8<sup>o</sup>. 15 p. [1]
- *The judicature act, 1904, 4 Edw. VII., cap. 3, and rules of the Supreme Court of Newfoundland.* St. John's, N. F., 1904. 8<sup>o</sup>. v, 502 p. [1]
- **Registrar General of Births, Marriages and Deaths.** Report for the year ended 30th Sept. 1905. St. John's, 1906. 8<sup>o</sup>. [3]
- **Superintendent of Catholic Schools.** Report of the Roman Catholic schools of Newfoundland for year ended Dec. 31, 1905, [made to the Governor]. St. John's, 1906. 8<sup>o</sup>. Illus. [3]
- **Supreme Court.** The reports, 1897-1903. Decisions. Annotated, revised and ed. by E. P. Morris and D. M. Browning. St. John's, 1905. 8<sup>o</sup>. [3]
- Newport (R. I.) Directory,** 1905. By Sampson & Murdock Co. Newport, 1905. 8<sup>o</sup>. Folded map. [1]
- Newton, Mass.** Blue book of Newton and Weston, 1906. [Published by] E. A. Jones. Boston, 1906. 8<sup>o</sup>. Folded map. [1]
- **Government and officers,** [1906]. Newton Upper Falls, [1906]. narrow 16<sup>o</sup>. [3]
- **Associated Charities.** 3d, 5th-8th, 10th-17th annual report, Oct. 1891, 93-96, 99-1905. [Newton, 1891]-97; Newton Centre, 1899-1903; *n.p.*, [1904-05]. 8<sup>o</sup>. [3]
- **Rebecca Pomroy Newton Home for Orphan Girls.** 33d report, Nov. 1905. Newton, 1905. 8<sup>o</sup>. Portrait. [3]
- Newton Church Directory,** 1906. F. H. Radford, [publisher]. Boston, 1906. 8<sup>o</sup>. Illus. [1]
- Newton Directory,** [1905]. No. 19. [The Drew Allis Company.] Worcester, 1905. 8<sup>o</sup>. [1]
- Nichols, Clark A.** A treatise on pleading and practice in the courts of record of New York. Vol. 4. N. Y., 1906. 8<sup>o</sup>. [1]
- Nicholson, Joseph Shield.** Rates and taxes as affecting agriculture. London, 1905. 12<sup>o</sup>. x, 146 p. (Social Science Series, [no. 105 ?].)
- **The relations of rents, wages and profits in agriculture, and their bearing on rural depopulation.** London, 1906. 12<sup>o</sup>. viii, 176 p. (Social Science Series, no. 108.) [1]
- Nicolay, Helen.** The boys' life of Abraham Lincoln. With illus. by Jay Hambridge and others. N. Y., 1906. 12<sup>o</sup>. viii, 307 p. Portraits and facsimiles. [1]
- Nineteenth Century and After.** Vol. 57-59. Jan. 1905—June 1906. London, 1905-06. 3 v. 8<sup>o</sup>. [1]
- Nixon, Alfred, and Richardson, George H.** Secretarial work and practice; also, Company law by Thomas Price. London, 1906. 12<sup>o</sup>. viii, 386 p. (Longman's Commercial Series.) [1]

- Nixon, Oliver Woodson.** Whitman's ride through savage lands, with sketches of Indian life. Introduction by J. G. K. McClure. n.p., 1905. 12°. 186 p. Portrait and illus. [1]
- Norman, Philip.** London vanished and vanishing; painted and described by Philip Norman. London, [1905]. 8°. xvi, 294 p. [1]
- Norris, Henry McCoy.** Ancestry and descendants of Lieutenant Jonathan and Tamesin (Barker) Norris of Maine; in which are given the names and more or less complete records from 1550 to 1905 of about twelve hundred persons, etc.; by their great-grandson. N. Y., 1906. 8°. (62) p. Portrait and diagram. [1]

One of an ed. of 200 copies.

- Norrœna.** The history and romance of northern Europe, a library of supreme classics printed in complete form. Viking ed. Teutonic mythology, gods and goddesses of the Northland. By Viktor Rydberg. Authorized translation from the Swedish by R. B. Anderson. R. B. Anderson, editor in chief, J. W. Buel, managing editor. London, 1906. 3 v. 8°. Plates. [1]

No. 125 of 650 sets.

- *Same.* The nine books of the Danish history of Saxo grammaticus. Tr. by Oliver Elton. With some considerations on Saxo's sources, historical methods, and folk-lore, by F. Y. Powell, R. B. Anderson, editor in chief, J. W. Buel, managing editor. London, [1905]. 2 v. 8°. xxiv, 293 p.; (5), 299-618 p. Plates. [1]
- *Same.* The Heimskringla, a history of the Norse kings by Snorre Sturlasson. Done into English out of the Icelandic by Samuel Laing, with revised notes by R. B. Anderson. London, 1906. 3 v. 8°. Plates. [1]
- North, Simon Newton Dexter.** Old Greek, an old-time professor in an old-fashioned college; a memoir of Edward North, with selections from his lectures. N. Y., 1905. 1. 8°. xv, 417 p. Portraits, illus. and facsimiles. [1]
- North Adams (Mass.)** General City Directory, including Blackinton, Greylock, and Braytonville, for 1905-06. [No. 23-24.] Copy of the revised city charter. North Adams, 1905-06. 2 v. 8°. [1]
- North Adams Transcript.** [Daily.] Jan. 1905-June 1906. North Adams, 1905-06. 3 v. 8°. [3]
- North Andover (Mass.)** Directory, including Middleton and Boxford, Mass., 1905-6. Vol. 1. W. E. Shaw, compiler and publisher. Malden Station, Boston, [1906]. 8°. [1]
- North American Review.** Vol. 180. [Jan.-June 1905.] N. Y., 1905. 8°. [1]
- North Attleboro (Mass.)** Directory. *See Attleboro, etc.,* Directory.
- North Carolina. Attorney-General.** Biennial report, 1901-02-02-04. Raleigh, 1903-05. 2 v. 8°. [4]
- *Bureau of Labor and Printing.* 19th annual report, 1905. Resort ed. Raleigh, 1905. 8°. Plates. [2]
- *Climate and Crop Service.* Annual summary, 1905. Raleigh, 1906. 4°. Maps. [3]
- *Report, Jan.-Dec. 1905.* [Vol. 10.] Raleigh, 1905. 4°. Map. [3]
- *Weekly crop bulletin* for week ending April 10-Oct. 2, 1905. No. 1-26. [Raleigh, 1905.] f° sheet. [3]
- *Climatological Service.* Weekly weather bulletin for week ending April 9-June 25, 1906. [No. 1-12. Raleigh, 1906.] f° sheets. [3]
- *College of Agriculture and Mechanic Arts, West Raleigh. Agricultural Experiment Station.* 27th annual report, June 30, 1904, including scientific papers and bulletins nos. 186-189. Raleigh, 1905. 8°. Plates and illus. [3]
- *Department of Agriculture.* Bulletin. [Vol. 26, no. 5-7.] May-July 1905. [Raleigh, 1905.] Illus. [3]
- *General Assembly.* Revisal of 1905 of North Carolina. Prepared by T. B. Womack, N. Y. Gulley, W. B. Rodman. Raleigh, 1905. 2 v. 8°. x, 1396 p.; iv, (1), 701 p. [2]

**North Carolina, continued.**

- *Governor*. Thanksgiving proclamation, [30th Nov. 1905. Raleigh, 1905.] 1. 8°. (3) p. [4]
- *State Board of Agriculture*. Bulletin. [Vol. 25, no. 9; v. 26, no. 1 and supplement, [no. 2]. Sept. 1904, Jan.–Feb. 1905. Raleigh, [1904–05]. 8°. Illus. [2]
- *Supreme Court*. North Carolina reports. Vol. 139–140. Cases argued and determined. Fall term 1905–Spring term 1906. J. C. Biggs, state reporter, v. 3–4. Durham, 1905–06. 2 v. 8°. [2]
- *Trustees of the Public Libraries*. The state records of North Carolina. Published by order of the General Assembly. Collected and ed. by Walter Clark. Vol. 21, 23–24, 26. Goldsboro, 1903–05. 4 v. 1. 8°. [2]

**North Dakota. Agricultural College. Agricultural Experiment Station.** 15th annual report, [Feb. 1, 1905]. Part 1. Bismarck, 1905. 8°. [3]

- — Bulletin. No. 66–67. Aug.–Dec. 1905. Fargo, 1905. 8°. [3]
- *Climatological Service*. Report, Feb. 1906. [Vol. 16, no. 2.] Bismarck, 1906. 4°. 8 p. Maps. [3]
- *Commissioner of Railroads*. 5th annual report, Dec. 31, 1894. Jamestown, N. D., 1894. 8°. [3]
- *Governor*. Thanksgiving proclamation, [Nov. 30, 1905. Bismarck, 1905.] 1. 8°. (1) p. [4]
- *Legislative Assembly*. Journal of the House, 9th session, 1905. Bismarck, 1905. 8°. [2]
- — Journal of the Senate, 9th session, 1905. Bismarck, 1905. 8°. [2]
- — Laws, 9th session, 1905. Grand Forks, 1905. 8°. [2]
- — Legislative manual, containing the constitution, rules and standing committees, 9th Legislative Assembly. Bismarck, 1905. 12°. [2]
- *Officers and Institutions*. Public documents for the fiscal period ending June 30, 1904. Bismarck, 1904. 3 v. 8°. [2]
- *State Geological Survey*. 2d biennial report. [2d ed.] Bismarck, 1902. 8°. Folded plans and illus. [2]

This forms Bulletin of the State University and School of Mines of North Dakota, v. 1, no. 1, Jan. 15, 1903.

- — *Same*. 3d biennial report, Bismarck, 1904. 8°. Folded maps, diagrams, and illus. [2]
- *Superintendent of Public Instruction*. 7th biennial report, June 30, 1902. Bismarck, 1902. 8°. [2]
- *Supreme Court*. Reports of cases, March 1904–05. F. W. Ames, reporter. Bismarck, 1905. 8°. [2]

**North Shore Blue Book**, containing lists of the summer residents of the principal resorts along the North Shore from Nahant to Rockport, 1905. Boston, 1905. 8°. [1]**North-West Territories.** Journals, 3d session, 5th Legislative Assembly, 1904. Regina, 1904. 8°. [3]

- Public accounts for the financial year ended Dec. 31, 1904. Regina, 1905. 8°. [3]
- *Department of Education*. Annual report, 1902–03. Regina, 1903–04. 2 v. 8°. Illus. [3]

**North-Western Provinces and Oudh.** Legislative acts of the Lieutenant-Governor in Council, 1894–96. In continuation of Acts from 1887 to the present time. Allahabad, 1896–97. 3 v. 8°. [3]**Northampton, Mass.** The Meadow City's quarter millennial book, a memorial of the celebration of the 250th anniversary of the settlement of the town, June 5–7, 1904. [Northampton, 1905?] 4°. xv, 531 p. Portraits and illus. [1]

- *Clarke School for the Deaf*. 38th annual report, Aug. 31, 1905. Northampton, 1905. 8°. [4]

**Northampton and Easthampton Directory**, 1906. [Vol. 24.] The Price & Lee Co. Northampton, [1905]. 8°. Folded map. [1]

- Northbridge and Uxbridge, Mass.** Directory, a complete resident directory of Whitinsville, Northbridge, Rockdale, Uxbridge, No. Uxbridge, Linwood, and farming districts, 1906. Vol. 1. W. E. Shaw, compiler and publisher. Malden Station, Boston, [1906]. 8°. [1]
- Northeastern Reporter.** Vol. 75-77. Permanent ed. Aug. 18, 1906-July 20, 1906. St. Paul, 1906. 3 v. 1. 8°. (National Reporter System. State series.) [1]
- Northwestern Reporter.** Vol. 104-107. Permanent ed. July 18, 1905-July 31, 1906. St. Paul, 1906-06. 4 v. 1. 8°. (National Reporter System. State series.) [1]
- Norton, Frederick Calvin.** The governors of Connecticut. Hartford, 1906. 1. 8°. (11), 385 p. Portraits. [1]
- Norton, Mass.** Vital records of Norton, Mass., to the year 1850. Published by the New England Historic Genealogical Society, at the charge of the Eddy Town-Record Fund. Boston, 1906. 8°. 405 p. [4]
- *Directory.* See Mansfield, Mass. Directories.
- Norway.** Statistiske Centralbureau. Arbeidsmarkedet. Bulletin du travail. 1e-3e Aargang, 1903-05. Kristiania, 1906-06. 2 v. 8°. [3]
- Meddelelser. 23de Bind, 1905. Kristiania, 1906. 1. 8°. [3]
- Norges officielle Statistik. 4e Række. Nr. 115, 117-118, 123-125, 130. Kristiania, 1905. 7 v. 1. 8°. [3]
- Same. 5e Række. Nr. 2, 4, 8-9, 13. Kristiania, 1906. 5 v. 8°. [3]
- Statistisk Aarboeg for Kongeriget Norge. 25de Aargang, 1905. [Headings in French and Danish.] Kristiania, 1905. 1. 8°. [3]
- Norwich, Conn.** Otis Library. Co-operative bulletin of the Otis Library and the Peck Library. Vol. 1, no. 17-20. May-Oct. 1905. Norwich, 1905. 8°. [3]
- Report for the year ending Aug. 31, 1905-06. [Norwich, 1905-06.] 8°. [3]
- Norwich Evening Record.** [Souvenir ed.], describing and illustrating Norwich, "The Rose of New England," and its institutions, educational and religious advantages, banks, etc. Compiled by C. B. Gillespie. Norwich, 1894. f°. 92 p. Portraits and illus. [1]
- Norwood, Mass.** Directories. Resident and business directory of Norwood and Walpole, Mass., 1906. Published by Boston Suburban Book Co. Boston, 1906. 8°. Folded maps. [1]
- Notes and Queries.** 9th series, v. 11-12. Jan.-Dec. 1903. London, [1903]. 2 v. 8°. [1]
- 10th series, v. 1-5. Jan. 1904-June 1906. London, [1904-06]. 5 v. 8°. [1]
- Nova Scotia.** General Assembly. Journal and proceedings of the House of Assembly, session 1905; [with appendixes containing public documents]. Halifax, 1905. 8°. [2]
- Journal and proceedings of the Legislative Council, session 1905; [with appendix containing reports of departments]. Halifax, 1905. 8°. [2]
- The private and local acts of Nova-Scotia. Prepared by William Young, J. W. Ritchie, Jonathan McCully, Joseph Whidden, Commissioners for Revising and Consolidating the Laws of the Province. Halifax, N. S., 1851. 8°. 384 p. [1]
- Supreme Court. Nova Scotia reports. Vol. 37-38, containing reports of cases argued and determined in the Supreme Court, [1904-06]. Reported by J. M. Geldert and F. W. Russell. Toronto, 1906. 2 v. 8°. [1]
- Nova Scotia Historical Society.** Collections. Vol. 12. Halifax, 1905. 8°. Portraits. [3]
- Nova Scotian Institute of Science.** Proceedings and transactions. Vol. 11, part 1. Session of 1902-03. Halifax, 1905. 8°. [3]
- Noyes, Isaac Pitman.** Reminiscences of Rhode Island and Ye Providence Plantations. [May 1905.] n.t.p. [Wash., 1905.] 8°. 47 p. [3, Author]
- Same. [1st, 4th supplement, [June, Nov. 9, 1905]. n.t.p. [1905.] 8°. [3, Author.]
- Noyes, Walter Chadwick.** American railroad rates. Boston, 1905. 8°. (5), 277 p. [1]

- Oates, Eugene William.** A handbook to the birds of British Burmah, including those found in the adjoining state of Karennee. London, 1883. 2 v. 1. 8°. (8), 431 p.; xiii, 493 p. [1]
- Ober, Frederick Albion.** Columbus, the discoverer. N. Y., 1906. 12°. (6), 300 p. Portrait and illus. (Heroes of American History.) [1]
- **Ferdinand de Soto and the invasion of Florida.** Illus. N. Y., 1906. 12°. (6), 291 p. Portraits and map. (Heroes of American History.) [1]
- **Hernando Cortés, conqueror of Mexico.** N. Y., 1906. 12°. v, (2), 292 p. Portrait, maps, and illus. (Heroes of American History.) [1]
- **Pizarro and the conquest of Peru.** Illus. N. Y., 1906. 12°. (5), 296 p. Portraits. (Heroes of American History.) [1]
- **Vasco Nuffez de Balboa.** Illus. N. Y., 1906. 12°. (6), 286 p. Portrait, and map. (Heroes of American History.) [1]
- Oberlin College, Oberlin, Ohio.** [Bulletin. New series, no. 19.] Oberlin, 1905. 12°. [3]
- O'Connor, V. C. Scott.** The silken East, a record of life and travel in Burma. With 400 illus., including 20 coloured plates, by J. R. Middleton, Mrs. O. W. Cuffe, and Saya Chone. N. Y., 1905. 2 v. 1. 8°. xx, 415 p.; xv, [416]–842 p. [1]
- Odd Fellows. Grand Lodge of Massachusetts.** Proceedings, annual session, Aug. 1888–89. Annual [and semi-annual] session, 1891, 93; semi-annual session, 1895. Boston, Cambridgeport, 1888–[95]. 8°. [3]
- Official Catholic Directory, and clergy list, 1906.** Vol. 20, no. 1. [Milwaukee, 1906.] 12°. [1]
- Official Hotel Red Book and Directory, 1906.** N. Y., 1906. 8°. Illus. [1]
- Official Year Book of New South Wales, 1904–5.** By W. H. Hall. [1st issue.] n.p., 1906. 8°. Folded map and illus. [3]
- Ohio. Adjutant General.** Annual report, Nov. 15, 1904–05. Springfield, 1905–06. 2 v. 8°. [2]
- **Agricultural Experiment Station, Wooster.** Bulletin, 151–152, 162–173, 177. June 1904, May 1905–April 1906, Aug. 1906. n.p., [1904–06]. 8°. Plates and illus. [3]
- **Circular.** No. 42, 47, 49, 52–55, 58–59, 61–62. [Sept. 14, Dec. 9, 1905, Feb. 1, March 1–May 1, 1906, June 15–Oct. 1, Nov. 1–10, 1906. n.t.p. [1905–06.] 8°. 11 p. Chart. [3]
- **Press bulletin.** No. 266–283, July 17, 1905–Sept. 17, 1906. n.t.p. [1905–06.] 8°. [3]
- **Athens State Hospital.** 32d annual report, Nov. 15, 1905. Columbus, 1906. 8°. [2]
- **Attorney General.** Annual report for the period Nov. 15, 1903 to Jan. 1, 1905; with an introductory review of the work of the department to June 1, 1905. Columbus, 1905. 8°. [2]
- **Same.** Jan. 1, 1906. Columbus, 1906. 8°. [2]
- **Auditor of State.** Annual report, Nov. 15, 1905. Springfield, 1906. 8°. [2]
- **Board of Public Works.** 66th–67th annual report; also 3d–4th annual report of the Board of Public Works, the Chief Engineer of Public Works and the Ohio Canal Commission acting as a joint board in the management and control of the state public parks and pleasure resorts of Ohio, Nov. 15, 1904–05. Columbus, 1905–06. 2 v. 8°. Folded maps. [2]
- **Boys' Industrial School, Lancaster.** 50th annual report, 1905. Columbus, 1906. 8°. [2]
- **Bureau of Building and Loan Associations.** 14th annual report of the inspector, Dec. 31, 1904. Springfield, 1905. 8°. [2]
- **Bureau of Inspection and Supervision of Public Offices.** Comparative statistics, cities of Ohio, 1904. Springfield, 1905. 8°. [2]
- **Bureau of Labor Statistics.** 29th annual report, 1905. Springfield, 1906. 1. 8°. [2]
- **Canal Commission.** Annual report, Nov. 15, 1905. Columbus, 1906. 8°. Folded maps. [2]



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- *Chief Inspector of Mines.* 30th annual report, Dec. 31, 1904. Columbus, 1905. 8°. Illus. [2]
- *Circuit Courts.* Ohio Circuit Court Reports. New series. Vol. 6-7, [1906-06]. V. R. Shepard, editor. Cincinnati, 1905-06. 2 v. 8°. [1]
- *Cleveland State Hospital.* 51st annual report, Nov. 15, 1905. Columbus, 1906. 8°. [2]
- *Climate and Crop Service.* Annual summary, 1905. Columbus, 1906. 4°. 16 p. Maps. [3]
- — Report, Jan.-Dec. 1905. [Vol. 10.] Columbus, 1905. 4°. Maps. [3]
- *Columbus State Hospital.* 66th-67th annual report, Nov. 15, 1904-05. Columbus, 1905-06. 8°. Illus. [2]
- *Commissioner of Railroads and Telegraphs.* 38th annual report, 1905. Springfield, 1906. 8°. Folded map. [2]
- *Commissioner of Soldiers' Claims.* Annual report, 1905. Columbus, 1906. 8°. [2]
- *Courts.* A digest of all decisions of the courts of the state of Ohio, 1802-1905, and all cases decided in the courts of the United States affecting or relating to Ohio law, including the Supreme, Circuit, and District Federal judicatories. Vol. 1-6. [Abandonment—Preponderance.] Compiled and ed. by the editorial staff of the Laning Co., under the editorial supervision of J. F. Laning, editor-in-chief. Norwalk, O., 1905-06. 6 v. 1. 8°. [1]
- — The Ohio Nisi Prius reports. New series. Vol. 3. [1905-06.] V. R. Shepard, editor. Cincinnati, 1906. 8°. [1]
- *Dairy and Food Commissioner.* 20th annual report, Nov. 15, 1905. Columbus, 1906. 8°. [2]
- *Dairymen's Association.* Report of the proceedings, 11th annual meeting, Salem, March 7-8, 1905. Columbus, 1906. 8°. [2]
- *Dayton State Hospital.* 51st annual report, Nov. 15, 1905. Columbus, 1906. 8°. [2]
- *Department of Agriculture.* (*Division of Nursery and Orchard Inspection.*) 4th annual report of the Chief Inspector, 1905. Springfield, 1906. 8°. [2]
- — — Bulletin. No. 6. Columbus, 1905. 8°. Illus. [2]
- *Department of Inspection of Workshops, Factories, and Public Buildings.* 21st-22d annual report, 1904-05. Columbus, 1905-06. 2 v. 8°. [2]
- *Department of State Printing and Binding.* Annual report of the supervisor of public printing, Nov. 15, 1905. Columbus, 1906. 8°. [2]
- *Farmers' Institutes.* Bulletin of farmers' institutes to be held under the auspices of the Ohio State Board of Agriculture, 1905-06. Columbus, 1906. 8°. [2]
- *Fish and Game Commission.* Annual report, Nov. 15, 1905. Columbus, 1906. 8°. [2]
- *General Assembly.* The annotated revised statutes of Ohio, including all laws of a general nature in force Jan. 1, 1906. By Clement Bates. 5th ed., by C. R. Everett. Cincinnati, 1905. 3 v. 1. 8°. [1]
- — The biographical annals of Ohio, 1904-05, a handbook of the government and institutions of the state of Ohio. Compiled under authority of the act of April 19, 1904. By F. E. Scobey, Clerk of the Senate, E. W. Doty, Clerk of the House, 76th General Assembly. Springfield, 1905. 8°. 917 p. Portraits and illus. [2]
- — The election laws of the state and of the United States, so far as they relate to the conduct of elections and the duties of officers in connection therewith. Compiled by the Secretary of State. Columbus, 1905. 8°. 180 p. [2]
- — Executive documents. Annual reports for 1904, 77th General Assembly. Columbus, 1905. 3 v. 8°. [2]
- — General and local acts and joint resolutions, 77th General Assembly, regular session, 1906. Vol. 98. Springfield, 1906. 8°. [2]
- *Geological Survey.* 4th series. Bulletin no. 7-8, [Nov. 1905-June 1906]. Columbus, 1905-06. 8°. [2]

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- *Girls' Industrial Home, Rathbone.* 37th annual report, Nov. 15, 1905. Columbus, 1906. 8°. [2]
- *Governor.* Inaugural address, Jan. 8, 1906. Columbus, 1906. 8°. 21 p. [2]
- *Highway Department.* 1st annual report, Feb. 15—Nov. 15, 1905. Columbus, 1906. 8°. [2]
- — Bulletin. No. 2, 4-7. June, Nov. 1905—May 1906. Columbus, [1905-06]. 8°. [2]
- *Homes of the Ohio Soldiers, Sailors, Marines, etc.* Annual report of the Madison Home, Nov. 15, 1905. Columbus, 1906. 8°. [2]
- *Hospital for Epileptics, Gallipolis.* 15th annual report, Nov. 15, 1905. Columbus, 1906. 8°. [2]
- *Institution for Feeble-Minded.* 49th annual report, Nov. 15, 1905. Columbus, 1906. 8°. [2]
- *Institution for the Education of the Deaf and Dumb.* 79th annual report, 1905. Columbus, 1906. 8°. Portraits and illus. [2]
- *Insurance Department.* Summary of the standing, Dec. 31, 1904-05, of all companies transacting the business of fire, marine, casualty, etc., insurance authorized to do business in Ohio. Springfield, 1905-06. 4 v. 8°. [2]
- *Massillon State Hospital.* 13th annual report, Nov. 15, 1905. Columbus, 1906. 8°. [2]
- *Ohio Soldiers' and Sailors' Home.* 17th annual report, Nov. 15, 1905. Columbus, 1906. 8°. Portraits and illus. [2]
- *Ohio Soldiers' and Sailors' Orphans' Home.* 36th annual report, Nov. 15, 1905. Xenia, 1906. 8°. Illus. [2]
- *Penitentiary.* Annual report, 1905. Columbus, 1906. 8°. [2]
- *Secretary of State.* Annual report, [including the statistical report], Nov. 15, 1905. Springfield, 1906. 8°. [2]
- — A digest of the supervisor and ballot election laws of Ohio, with forms and instructions. Columbus, 1905. 8°. 66 p. [2]
- — Federal, state, county, township and municipal officers, 1906. Springfield, 1906. 8°. [2]
- — Vote for state officers, members of the General Assembly, judges, etc., polled in the several counties of the state at the annual election, 7th Nov. 1905. Springfield, 1905. 8°. [2]
- *State Board of Agriculture.* 50th annual report, with an abstract of the proceedings of the county agricultural societies for the year 1904. Springfield, 1905. 8°. [2]
- — Official report of the secretary on commercial feed stuffs licensed to be sold during the year 1905. Springfield, 1906. 8°. [2]
- — Official report of the secretary on commercial fertilizers licensed to be sold during the year 1905. Springfield, 1906. 8°. [2]
- *State Board of Arbitration.* 13th annual report, Dec. 31, 1905. Columbus, 1906. 8°. [2]
- *State Board of Health.* 19th annual report, Dec. 31, 1904. Springfield, 1905. 8°. [2]
- *State Board of Live Stock Commissioners.* 4th annual report, 1905. Springfield, 1906. 8°. [2]
- *State Commissioner of Common Schools.* 51st annual report, Aug. 31, 1904. Springfield, 1905. 8°. [2]
- — Official bulletin of the recognized high schools of the state, Dec. 20, 1905. Springfield, 1906. 8°. [2]
- — Official circular, 1905. Issued to boards of education in Ohio, with the full text of the school book law and the names and addresses of all publishers who have agreed in writing to furnish their publications upon the terms prescribed in the law. Columbus, [1905]. 8°. 8 p. [2]
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Only 350 copies published.

- Piggott, Francis Taylor.** Nationality, including naturalization and English law on the high seas and beyond the realm. London, 1906. 2 v. 1. 8°. xvii, 282 p.; xviii, 304 p. [1]
- Pilcher, James Evelyn.** The Surgeon Generals of the army of the United States, a series of biographical sketches of the senior officers of the military medical service from the American revolution to the Philippine pacification. Carlisle, Pa., 1905. 8°. vi, (1), 114 p. Portraits and illus. [1]
- Pitt, William, Earl of Chatham.** Correspondence when Secretary of State, with colonial governors and military and naval commissioners in America. Ed. under the auspices of the National Society of the Colonial Dames of America, by G. S. Kimball. N. Y., 1906. 2 v. 8°. lxix, 445 p.; xxiii, 502 p. Folded maps, portrait, and illus. [1]
- Pittman, Philip.** The present state of the European settlements on the Mississippi, with a geographical description of that river illustrated by plans and draughts. An exact reprint of the original ed., London, 1770; ed., with introduction, notes and index, by F. H. Hodder. With facsimiles of the original maps and plans. Cleveland, 1906. 8°. 165 p. [1]

No. 499 of 500 copies.

- Pittsburgh, Pa. Carnegie Library.** Classified catalogue. Part 7. Fiction, with a supplement to Oct. 1905. Pittsburgh, 1906. 8°. [3]
- — A list of good stories to tell to children under twelve years of age. With a brief account of the story hour conducted by the Children's Department. Pittsburgh, 1906. 8°. 31 p. [3]
- — Monthly bulletin. Vol. 10. Jan.-Dec. 1905. Pittsburgh, 1905. 8°. [3]
- **Finance Company.** Banks and bankers of the Keystone State, containing a complete history of the banking interests of Pennsylvania from the organization of the first bank in 1780 to the present time, with portraits and biographical sketches. Pittsburg, [1906]. f°. 213 p. Portraits and illus. [1]
- Pittsburgh, Fort Wayne and Chicago Railway Company.** 3d-5th annual report of the board of directors to the stock and bondholders for the year ending Dec. 31, 1864-66; [with accompanying documents]. Pittsburgh, 1865-67. 8°. [3]
- *Same.* 5th-7th annual report, Dec. 31, 1866-68; [without documents]. Pittsburgh, 1867-69. 8°. [3]
- Pittsfield, Mass.** Manual containing the rules and orders of the City Council, with a list of city officers, standing committees, etc. 1906. Pittsfield, 1906. 24°. [3]
- Plainville (Mass.) Directory.** See *Attleboro, etc., Directory.*
- Plympton, Mass. Directory.** See *Carver, Mass. Directories.*
- Polltovsky, Eugène Sigismondovitch.** From Libau to Tsushima, a narrative of the voyage of Admiral Rojdestvensky's fleet to eastern seas, including a detailed account of the Dogger Bank incident. Translated by F. R. Godfrey. N. Y., 1906. 12°. xvi, 306 p. [1]
- Polk, J. M.** Memories of the lost cause, stories and adventures of a Confederate soldier in General R. E. Lee's army, 1861-65, and ten years in South America, its resources, trade and commerce, etc. Austin, Texas, 1905. 8°. 46 p. Portrait. [1]
- Pollock, Sir Frederick.** Principles of contract at law and in equity. A treatise on the general principles concerning the validity of agreements in the law of England and America. 3d Amer. from the 7th Eng. ed., with annotations and additions by G. H. Wald and Samuel Williston. N. Y., 1906. 8°. cliv, 985 p. [1]
- *and others.* Revised reports. Vol. 77-85. 1846-51. London, 1905-06. 9 v. 8°. [1]
- Pomeroy, George Eltwed.** An address on the character of General Seth Pomeroy delivered on the 200th anniversary of his birth, at First Church of Christ, Northampton, Mass., Sunday, May 20, 1906, under the auspices of Seth Pomeroy Chapter, Sons of the American Revolution. n.p., [1906]. 1. 8°. 19 p. [4]

- Pomeroy, John Norton.** A treatise on equitable remedies; supplementary to Pomeroy's Equity jurisprudence. Interpleader, receivers, injunctions, etc. San Francisco, 1906. 2 v. 8°. xxx, (1), 932 p.; xix, (1), 933-1875 p. [1]
- Poor, Henry Varnum.** Manual of the railroads of the United States, [1906. 39th annual number.] N. Y., [1906]. 1. 8°. Maps. [1]
- Pope, Charles Henry.** Merriam genealogy in England and America, including the "Genealogical memoranda" of C. P. Merriam, the collections of J. S. Merriam, etc. Boston, 1906. 8°. xv, 500 p. Portraits and plates. [1]
- Pope, John.** Journal kept on board U. S. frigate Constitution, of 44 guns, [June 26, 1825—Nov. 28, 1826]. *h.t.p.* [1825-26.] f°. MS. [1]
- Popular Science Monthly.** Vol. 64-69. Nov. 1904—Dec. 1906. N. Y., 1904-06. 6 v. 8°. [1]
- Porcher, F. A.** The history of the Santee Canal. Prepared by the late Prof. F. A. Porcher and dedicated to the South Carolina Historical Society, 1875; with an Appendix by A. S. Salley, Jr. Charleston, 1903. 8°. 15 p. [1]
- Porter, George S.** Inscriptions from gravestones in Christ Church, Norwich, Conn. Boston, 1906. 8°. 6 p. [3]
- Inscriptions from the Long Society burying ground, Preston, Conn. [Reprinted from the New England Historical and Genealogical Register, April 1906.] Boston, 1906. 8°. 6 p. [3]
- Portland, Me. Directories.** Directory of Portland, including the city of South Portland and the town of Cape Elizabeth. [1905-06.] Vol. 46-47. [Portland Directory Co.] Portland, 1905-06. 2 v. 8°. Folded map. [1]
- **First Church.** Seventy-fifth anniversary of the dedication of the stone meeting-house, Portland, Me., Feb. 8, 1901. [Clippings from the Portland Times, Nov. 4, 1900, and Portland Press, Feb. 9, 1901.] 8°. (12) p. Portraits and illus. [1]
- Portland Benevolent Society.** 1803-1903. Exercises in recognition of the Society's centennial, held in the First Parish Church, Portland, 1903. 8°. 36 p. Portraits. [1]
- Porto Rico. Agricultural Experiment Station, Mayaguez.** Bulletin. No. 6. Wash., 1905. 8°. Plates. [3]
- *Same.* No. 5. [In Spanish.] Wash., 1905. 8°. [3]
- **Secretary.** Register for 1905. Compiled by [R. H. Post], Secretary. Dec. 1905. San Juan, 1905. 8°. Folded map. [3]
- Portsmouth, N. H., Federal Fire Society.** [Articles of federation and biographical notes.] *n.p.*, 1905. 8°. 90, (1) p. Facsimiles. [3]
- Portsmouth Directory,** [1905. No. 24.] W. A. Greenough & Co., compilers and publishers. [Boston], 1905. 4°. Folded map. [1]
- Post, Mrs. Marie Caroline (de Trobriand).** The Post family. N. Y., 1905. 8°. xli, 315, xxv p. Illus. [1]
- Post Office London Directory for 1906.** 107th annual publication. London, [1906]. 1. 8°. Folded map. [1]
- Potter, Henry Codman, Bp. of New York.** The address delivered at St. Paul's Chapel, N. Y., April 30, 1889, being the 100th anniversary of the inauguration of George Washington. N. Y., 1889. 4°. 10 p. [3. *Gen. Morris Schaff, Boston.*]
- Reminiscences of bishops and archbishops. Illus. N. Y., 1906. 8°. xii, 225 p. Portraits. [1]
- The scholar and the state, oration, June 26, 1890, before the Phi Beta Kappa Chapter of Harvard University. N. Y., 1890. 8°. 32 p. [3]
- Potter, Mary Knight.** The art of the Venice Academy, containing a brief history of the building and of its collection of paintings, as well as descriptions and criticisms of many of the principal pictures and their artists. Illus. Boston, 1906 [1905]. 12°. xiii, 359 p. Folded plan. [1]
- Potter, Edward.** An index-digest of the cases reported in v. 1-65 of the Revised reports, 1785-1845, with a list of the cases in those volumes followed, distinguished, questioned, or judicially discussed during the past five years. London, 1905. 8°. vii, (477) p. [1]

- Pratt, Antwerp Edgar.** Two years among New Guinea cannibals; a naturalist's sojourn among the aborigines of unexplored New Guinea. With notes and observations by Henry Pratt, and appendices on the scientific results of the expedition. With illus. and map. Philadelphia, 1906. 8°. 359 p. [1]
- Pratt, Edwin A.** Railways and their rates, with an appendix on the British canal problem. N. Y., 1906. sm. 8°. ix, 361 p. Plates. [1]
- Pratt, Sisson Cooper.** Saarbrück to Paris, 1870, a strategical sketch. With ten sketches and maps. London, 1906. 12°. viii, (1), 209 p. (Special Campaign Series, no. 1.) [1]
- Prendergast, William Ambrose.** Credit and its uses. N. Y., 1906. 12°. xii, 361 p. (Appleton's Business Series.) [1]
- Prentice, Chalmers.** The eye, mind, energy and matter. Chicago, 1906. 12°. 131 p. [1]
- Presbyterian Church in the United States.** Presbyterian reunion: a memorial volume, 1837-71. N. Y., 1870. 8°. viii, 568 p. Portraits and illus. [1]
- Prescott (Mass.) Directory.** See Dana, etc., Directory.
- Price, Warren Elbridge.** Catalogue of paper covered books, being a title-author-subject key to the publishers and retail prices of all paper bound books now in print in America. N. Y., 1905. 8°. viii, 271 p. [1]
- Price, William Hyde.** The English patents of monopoly. Awarded the David A. Wells prize for the year 1905-06, and published from the income of the David A. Wells Fund. Boston, 1906. 8°. x, (1), 261 p. (Harvard University. *Department of Economics*. Harvard economic studies, no. 1.) [1]
- Prime, Daniel Noyes.** The autobiography of an octogenarian, containing the genealogy of his ancestors, sketches of their history and of various events that have occurred during his protracted life; his theological views, etc. Newburyport, 1873. 12°. 293 p. Portrait. [1]
- Primrose, Archibald Philip, 5th Earl of Rosebery.** Lord Randolph Churchill. N. Y., 1906. 8°. (3), 202 p. Portrait. [1]
- Prince Edward Island.** Acts of the General Assembly, 1905-06. Charlottetown, 1905-06. 2 v. 8°. [3]
- *Chief Superintendent of Education.* Annual report of the public schools, 1905. Charlottetown, 1906. 8°. [4]
- Princeton, Mass.** A copy of the valuation and taxes of the town for the year 1895, 1897. Worcester, 1895-97. 8°. [3]
- Princeton. Directory.** See Fitchburg Suburban Directory.
- Princeton University, Princeton, N. J.** Catalogue, 158th-159th year, 1904-05-05-06. Princeton, N. J., 1904-05. 2 v. 8°. Folded map. [3]
- Prindle, Franklin Cogswell.** The Prindle, genealogy embracing the descendants of William Pringle the first settler, in part for six, seven and eight generations, and also the ancestors and descendants of Zalmon Prindle for ten generations, covering a period of two hundred and fifty-two years, 1654-1906. N. Y., 1906. 8°. xvii, 335 p. Portraits and illus. [1]

No. 94 of an ed. of 300 copies.

- Pring, Martin.** Tercentenary, [Nov. 19, 1903,] of Martin Pring's first voyage to the coast of Maine, 1603-1903. n.p., [1903]. 8°. (12), 73 p. Illus. [3]
- Prior, Edward S.** The cathedral builders in England. London, 1905. 1. 8°. 112 p. Illus. [1]
- Pritchett, Henry Smith.** The policy of the Carnegie Foundation for the Advancement of Teaching. [N. Y., 1906.] 8°. (11) p. [3]
- What is religion? and other student questions. Talks to college students. Boston, 1906. 12°. x, (1), 117 p. [1]
- Probate reports annotated; with notes and references.** By W. L. Clark. Vol. 10. [1904-05.] N. Y., 1906. 8°. [1]
- Prosch, Thomas W. McCarver and Tacoma.** 1906. Seattle, [1906]. 8°. 198 p. Portraits, map and illus. [1]

- Protestant Episcopal Church in the United States.** Papers, addresses, and discussions, 23d Church Congress in the United States, Brooklyn, N. Y., May 9-12, 1905. N. Y., [1905]. vi, 185 p. [1]
- *Diocese of Massachusetts.* Journal, 121st annual meeting of the convention, May 2, 1906, with appendices. Boston, 1906. 8°. [3]
- — Some conditions of the clergy in the diocese. The thirteenth annual address of the Rt. Rev. William Lawrence, delivered in Trinity Church, Boston, May 2, 1906, at the annual meeting of the convention. Boston, 1906. 8°. 20 p. [3]
- Prouty, Charles N.** Address prepared to commemorate the two hundredth anniversary of the birth of Benjamin Franklin in the Senate Chamber of Massachusetts, Jan. 17, 1906; [with an appendix containing a notice of Roger Brooke Taney]. n.p., 1906. 8°. 13 p. [3]
- Providence, R. I. Municipal Court.** Index to the probate records of the Municipal Court of the City of Providence, R. I., 1646-1899. Prepared under the direction of Edward Field, clerk of the Court. [Providence], 1902. f°. iv, 333 p. [3]
- *Public Library.* Quarterly bulletin. Vol. 3. Jan.-Oct. 1905. Providence, 1905. 8°. [3]
- — School handbook. Providence, 1898. 4°. 20 p. [3]
- *School Committee.* Report, 1904-05. Providence, 1905. 8°. [4]
- Providence Directory and Rhode Island Business Directory.** No. 65, for the year commencing June 15, 1905. Providence, 1905. 8°. Folded map. [1]
- Prowse, Daniel Woodley.** The justices' manual; or, Guide to the ordinary duties of a justice of the peace in Newfoundland, with appendix of forms. 2d ed., revised. Enlarged and arranged alphabetically. St. Johns, N. F., 1898. 8°. vii, 749, (1) p. [1]
- *Same.* Appendix to the 2d ed. of "The manual for magistrates in Newfoundland." Containing the summary jurisdiction act of 1900, and other amendments in the law of summary jurisdiction. St. Johns, N. F., 1900. 8°. iv, 201 p. [1]
- Pryor, Mrs. Sara Agnes (Rice).** Reminiscences of peace and war. Revised and enlarged ed. N. Y., 1905. 8°. xviii, 418 p. Portraits and plates. [1]
- Public Works.** Vol. 1-6. July 1903-June 1906. London, [1903-06]. 6 v. 1. 8°. Portraits and illus. [1]
- Issued monthly, v. 1-4; quarterly v. 5-6.
- Publishers' Trade List Annual, 1906.** 34th year. N. Y., 1906. 1. 8°. [1]
- Publishers' Weekly.** Vol. 67-68. Jan.-Dec. 1905. N. Y., 1905. 2 v. 1. 8°. [1]
- Purdue University, Lafayette, Ind.** Annual catalogue, 1903-04-04-05. Lafayette, [1904-05]. 2 v. 12°. [2]
- The catalogue for 1903-04 forms Bulletin, v. 4, no. 4; 1904-05, v. 5, no. 4
- Annual reports of the president and other officers, 1903-04. Lafayette, 1904. 8°. [2]
- This forms Bulletin v. 5, no. 2, Nov. 1904.
- *Agricultural Experiment Station.* 18th annual report, June 30, 1905. Lafayette, 1906. 8°. [3]
- — Bulletin. No. 107-113. July 1905-June 1906. Lafayette, [1905-06]. 8°. Illus. [3]
- Putnam, James Jackson.** A memoir of Dr. James Jackson, with sketches of his father Hon. Jonathan Jackson, and his brothers Robert, Henry, Charles, and Patrick Tracy Jackson; and some account of their ancestry. Boston, 1903. 8°. xii, 456 p. Portraits and illus. [1]
- Quarterly Journal of Economics.** Vol. 19. [Nov. 1904-May 1905.] Boston, 1905. 8°. [1]
- Quarterly Review.** Vol. 202-203. Jan.-Oct. 1905. London, 1905. 2 v. 8°. [1]
- Quebec, city.** Views of the city of Quebec and environs as portrayed in a few drives and river trips. n.p., [18-]. 16°. 20, (1) p. [1]

- Quebec, province. Legislature.** Journals of the Legislative Assembly, 1st-2d session, 11th Legislature, session 1905-06. [Vol. 39-40.] Quebec, 1905-06. 2 v. 8°. [2]
- Journals of the Legislative Council, 1st-2d session, 11th Legislature. Vol. 39-40. Quebec, 1905-06. 2 v. 8°. [2]
- [Sessional papers. Vol. 38, v. 1-2. 1905.] *n.t.p.* [Quebec, 1905.] 1 v. in 2. 8°. [2]
- Statutes, 2d session, 11th Legislature, 1906. Quebec, 1906. 8°. [2]
- Quebec Practice Reports.** Rapports de pratique de Québec. Editor, E. F. Survever. Vol. 7. 1905. Montreal, 1906. 8°. [1]
- Queensland. Parliament.** Acts of Parliament, 5 Edward VII; with an index, together with tables showing the effect of legislation, etc., and appendices. 2d session of 1905. Brisbane, [1906]. 8°. [3]
- [Papers] presented to both Houses of Parliament, 1904-05. Brisbane, 1904-05. f°. [3]
- Parliamentary papers printed during the 3d session of the 15th Parliament, [1906]. Brisbane, 1905. 2 v. f°. [3]
- **Supreme Court.** State reports, Queensland. Decisions of the Supreme Court, [1902-04]. Brisbane, 1902-04. 3 v. 8°. [1]
- Ed. by F. W. S. Cumbræ-Stewart, 1902; by F. W. S. Cumbræ-Stewart and P. B. Macgregor, 1903; by P. B. Macgregor, 1904. Reporter, J. L. Wassell.
- Queensland Geographical Journal.** New series. [No. 6], including Proceedings of the Royal Geographical Society of Australasia, Queensland, 20th session, 1904-05. Vol. 20. Brisbane, [1905]. 8°. Plates. [3]
- Queensland Law Journal Reports.** Cases decided 1st June 1881—1st Nov. 1901. Ed. by H. Murray-Prior, [and others]. Reported by W. H. Osborne, [and others]. Vol. 1-11. Brisbane, 1884-1902. 11 v. in 10. 8°. [1]
- Questions and answers.** Compiled by William Herries. Brooklyn, N. Y., 1905. 4°. 64 p. (Brooklyn Eagle Library, serial no. 109, Oct. 1905.) [1]
- Quigley, Samuel B.** Chester's pioneer days, being personal and historical reminiscences. [Clippings from the Westfield Echo and other papers, June 21—Nov. 1, 1902.] 8°. (24) p. [1]
- Quinabaug Historical Society.** Leaflets. Vol. 1, no. 15-20. *n.t.p.* [1903-05?] 12°. Portraits, folded map, and illus. [1]
- Quincy (Mass.) Directory,** [1906]. No. 12. W. A. Greenough & Co. Boston, 1906. 4°. Maps. [1]
- Radford, Harry V.** Adirondack Murray, a biographical appreciation. Illus. N. Y., 1905. 24°. 84 p. Portraits. [1]
- Rae, John.** The sociological theory of capital, being a complete reprint of the new principles of political economy, 1834. Ed., with biographical sketch and notes, by C. W. Mixter. N. Y., 1905. 8°. Illi, 485 p. [1]
- Rahill, John Joseph.** Corporation accounting and corporation law, a manual of corporate organization and management. An appendix on the California examinations for C. P. A. certificates, with a full set of questions and answers by A. G. Platt. [2d ed., enlarged.] Fresno, Cal., 1906. 8°. 443, (9) p. [1]
- Railroad Reports.** Vol. 38-42. American and English Railroad Cases, new series [annotated]. Ed. by T. J. Michie. Vol. 15-19. Charlottesville, Va., 1905-06. 5 v. 8°. [1]
- Ralston, Jackson Harvey, and Siddons, Frederick L.** Jurisdiction of the Court of Claims considered with relation to its general departmental, congressional and special powers. 2d ed. Wash., D. C., 1905. 8°. 32 p. [3]
- Rand, Thomas C.** A sketch of Keene, [N. H.], the gem of the Ashuelot Valley. Originally published in the Granite Monthly for Feb. 1895, to which are added Reminiscences and sketches of Keene people, originally published in the New Hampshire Sentinel, over the signature "Ash Swamp." *n.p.*, [1895?]. 8°. 44 p. Portrait. [3]

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- Raper, Charles Lee.** The principles of wealth and welfare: economics for high schools. N. Y., 1906. 12°. x, (1), 336 p. [1]
- Rappaport, Philip.** Looking forward, a treatise on the status of woman and the origin and growth of the family and state. Chicago, 1906. 12°. 234 p. [1]
- Rawles, William A.** The government of the people of the state of Indiana. Philadelphia, 1902. 12°. 172 p. Portraits, plates, and maps. [1]
- Rawling, Cecil Godfrey.** The great plateau, being an account of exploration in Central Tibet, 1903, and of the Gartok expedition, 1904-05. With illus. and maps. London, 1906. 8°. xii, 324 p. [1]
- Raymond, Marcus Denison.** David Williams and the capture of Andre, a paper read before the Tarrytown Historical Society, Jan. 15, 1903. *n.p.*, [1903]. 1. 8°. (22) p. Portraits and illus. [1]
- Raymond, Me.** Centennial celebration of Raymond, Me., Aug. 18, 1903. [Clippings from the Portland Express, Aug. 18, 1903.] 8°. (10) p. Portraits. [1]
- Raynham, Mass. Directory.** See Mansfield, Mass. Directories.
- Reader, Francis Smith.** History of primary laws in Pennsylvania. New Brighton, Pa., 1906. 24°. 31 p. [3]
- Readers' Guide to Periodical Literature, cumulated, a consolidation of the Cumulative Index to a Selected List of Periodicals and the Readers' Guide to Periodical Literature.** Vol. 1. 1900-04. Ed. by A. L. Guthrie. Minneapolis, 1905. 1. 8°. (6), 1640 p. [1]
- Readers' Guide to Periodical Literature, etc.** [Vol. 8, Jan.-Dec. 1905.] Minneapolis, 1905. 8°. [1]
- Reagan, John Henninger.** Memoirs with special reference to secession and the civil war. Ed. by W. F. McCaleb. With introduction by G. P. Garrison. N. Y., 1906. 8°. 351 p. Portraits and plate. [1]
- Reasons why Port Arthur, Tex., should be made a port of entry.** *n.p.*, [1906]. 8°. 16 p. Plates and folded map. [3]
- Records of the Past.** Editor, G. F. Wright, assistant editor, F. B. Wright. Vol. 4. 1905. Wash., D. C., [1905]. 1. 8°. Illus. [1]
- Redway, George William.** Fredericksburg, a study in war. With five maps. London, 1906. 12°. xvi, 297 p. (Special Campaign Series, no. 3.) [1]
- Redway, Jacques Wardlaw.** The making of the American nation, a history for elementary schools. With many maps and illus. N. Y., [1905]. 12°. xii, 420, 56 p. Portraits. [1]
- Rée, Paul Johannes.** Nuremberg and its art to the end of the 18th century. Tr. from the German by G. H. Palmer. London, 1906. 8°. (4), 181 p. Illus. (Famous Art Cities, no. 3.) [1]
- Reed, John Calvin.** The brothers' war. Boston, 1905. 8°. xviii, 456 p. [1]
- Reed, William Field.** The descendants of Thomas Dufree of Portsmouth, R. I. Vol. 2. Wash., 1905. 8°. 668 p. Portraits and illus. [1]
- Reeve, Sidney Armor.** The cost of competition, an effort at the understanding of familiar facts. Illus. with diagrams and photographs. N. Y., 1906. 12°. xix, 617 p. [1]
- Reference catalogue of current literature, containing the full titles of books now in print and on sale, etc., 1906.** London, [1906]. 2 v. 8°. [1]
- Reid, William Max.** The story of old Fort Johnson. Illus. by J. A. Maney. N. Y., 1906. 8°. xii, 240 p. Portraits. [1]
- Reinsch, Paul Samuel.** Colonial administration. N. Y., 1905. 12°. vii, 422 p. (Citizen's Library of Economics, Politics, and Sociology.) [1]
- Religious Education Association.** The aims of religious education. The proceedings of the 3d annual convention of the Association, Boston, Feb. 12-16, 1905. Chicago, 1905. 8°. xiii, 525 p. [1]

- Relyea, B. J.** Celebration in Green's Farms, the historical discourse delivered at the celebration of the 150th anniversary of the formation of the church in Green's Farms, held Oct. 26, 1865. With an appendix. N. Y., 1865. 8°. 56 p. [1]
- Revere (Mass.) Directory.** See Chelsea, Revere and Winthrop Directory.
- Revue de Droit International et de Législation Comparée.** 2e série. Tome 7. 37e année, 1905. Bruxelles, [1905]. 8°. [1]
- Revue Politique Parlementaire.** Directeur: Fernand Faure. 11e-13e année. Tome 42-49. Oct. [1904]—Sept. [1906]. Paris, 1904-06. 8 v. 8°. [1]
- Revue Universelle, recueil documentaire universel et illustré.** Publié sous la direction de Georges Moreau. 1905. Paris, [1906]. 4°. Portraits, maps, and illus. [1]
- Reynolds, Charles Brigham.** Washington, the nation's capital. With illus. N. Y., 1906. 8°. 166 p. Folded map. [1]
- Reynolds, John P.** Old Ironsides, synopsis of the lecture at the Essex Institute, Jan. 19, 1898. [Clippings from the Salem Observer, Jan. 22—Feb. 5, 1898.] 8°. (17) p. [1]
- Reynolds, John Schreiner.** Reconstruction in South Carolina, 1865-77. Columbia, 1905. 8°. iii, 522 p. Portrait. [1]
- Reynolds Family Association.** 14th annual reunion, Aug. 17, 1905. Middletown, Conn., 1906. 8°. [3]
- Rhode Island. Adjutant-General, Quartermaster-General, etc.** Annual reports for the year 1905. Providence, 1906. 8°. [2]
- *Advisory Board of Visitors to Institutions where Women are Imprisoned.* Annual report, 35th year, to the General Assembly, Jan. session, 1906. Providence, 1906. 8°. [2]
- *Board of Commissioners for the Construction of a New Bridge.* Rhode Island stone bridge. Report of the Board made to the General Assembly, Jan. session, 1906. Providence, 1906. 8°. Folded plans. [2]
- *Board of State Charities and Corrections.* 36th-37th annual report, 1904-05. Howard, R. I., 1905-06. 2 v. 8°. [2]
- *Bureau of Industrial Statistics.* The ice industry of Rhode Island. Part 1 of the Annual report for 1906. Providence, 1906. 8°. 30 p. [2]
- *College of Agriculture and Mechanic Arts, Kingston. Agricultural Experiment Station.* 18th annual report, 1904-05. Part 2 of the 18th annual report of the College. Providence, 1906. 8°. [3]
- - Bulletin. No. 104-106, 108-113, 115. Feb.-May 1905, July 1905—May 1906, July 1906. n.p., [1905-06]. 8°. Illus. [3]
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- *Commissioner of Industrial Statistics.* 18th-19th annual report, Jan. session, 1905-06. Providence, 1905-06. 2 v. 8°. [2]
- *Commissioners of Inland Fisheries.* 36th annual report, Jan. 1906. Providence, 1906. 8°. Illus. and diagrams. [2]
- *Commissioners of Shell Fisheries.* Annual report, Jan. 1905. Providence, 1905. 8°. Plates. [2]
- *General Assembly.* Acts and resolves, Jan.-Nov. session, 1904; Jan. session, 1905. Providence, 1905. 8°. [2]
- - The court and practice act passed Jan. session, 1905. Providence, [1905]. 8°. v, 403 p. [2]
- - Manual, with rules and orders, 1905-06. Prepared by C. P. Bennett, Secretary of State. Providence, 1905-06. 2 v. 12°. Portraits and folded map. [2]
- - Public laws, [Jan. session 1904—Jan. session 1905, Jan. session 1906]. Providence, 1905-06. 2 v. 8°. [2]
- - Reports to the General Assembly, Jan.-Dec. 1905. Providence, 1905. 4 v. 1. 8°. [2]
- *General Treasurer.* Annual report, Jan. session, 1906. Providence, 1906. 8°. [2]



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- *Governor*. Message of G. H. Utter to the General Assembly, Jan. session, 1906. Providence, 1906. 8°. [4]
- — Thanksgiving proclamation, [30th Nov. 1905. Providence, 1905.] f°. (1) p. [4]
- *Harbor Commissioners*. 29th annual report, Jan. 1905. Providence, 1905. 8°. [2]
- *Insurance Commissioner*. Annual report, 1905-06. Providence, 1905-06. 2 v. in 4. 8°. [2]
- *Jamestown Ter-Centennial Commission*. Report made to the General Assembly Jan. session, 1906. Providence, 1906. 8°. 18 p. [2]
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**Southwestern Reporter.** Vol. 88-95. July 19, 1905—Sept. 19, 1906. St. Paul, 1905-06. 8 v. 1. 8°. (National Reporter System. State series.) [1]

**Southwick (Mass.) Directory.** See *Springfield Suburban Directory*; — *Westfield Directory.*

**Souvenir portfolio of Universalist churches in Massachusetts.** Boston, 1906, [copyright by P. M. Leavitt]. obl. 16°. 112 p. Plates. [1]

**Spain.** *Guia oficial de España*, 1904-05. Madrid, 1904-05. 2 v. 12°. Portraits. [1]

**Spargo, John.** *The bitter cry of the children*; with an introduction by Robert Hunter. N. Y., 1906. 12°. xxiii, 337 p. [1]

— *Socialism, a summary and interpretation of socialist principles.* N. Y., 1906. 12°. xvi, (1), 257 p. [1]

— *The socialists, who they are and what they stand for, the case for socialism plainly stated.* Chicago, 1906. 16°. 147 p. [1]

**Spears, John Randolph.** David G. Farragut. Philadelphia, [1905]. 12°. 407 p. Portraits and maps. (American Crisis Biographies.) [1]

**Spectator Company, The.** Analysis of policy conditions of American and Canadian life insurance companies. Compiled from official returns. N. Y., 1906. narrow 12°. 134 p. [1]

**Spencer, Charles A. W.** Brookline, the Chronicle souvenir of the bicentennial. Brookline, 1905. 4°. 64, (1) p. Portraits, map, and illus. [1]

**Spencer, Brookfields, Warren, Mass., Directory,** 1906-07. Vol. 4. W. E. Shaw, compiler and publisher. Boston, 1906. 8°. Folded map. [1]

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**Sprague, Frank William.** Barnstable Gorhams, the old house in which they lived and their services in the colonial wars. A paper read 6 Feb. 1895 at a court of the Society of Colonial Wars in the Commonwealth of Massachusetts. Boston, 1896. 8°. 7 p. Facsimiles. [1]

Reprinted from the *New-England Historical and Genealogical Register*, Jan. 1896.

— *The Gorham family in Connecticut and Vermont.* [Reprinted from *New-England Historical and Genealogical Register* for July 1903.] Boston, 1903. 8°. 6 p. [3]

**Sprague, John Francis.** *Sebastian Ralé, a Maine tragedy of the eighteenth century.* Boston, 1906. 12°. 162 p. Portraits and illus. [1]

- Sprague, William Buell.** An historical discourse, delivered at West Springfield, Dec. 2, 1824, the day of the annual Thanksgiving. Hartford, 1825. 8°. 91 p. [1]
- Springfield, Mass.** Social index and blue book of Springfield. 1st ed. Springfield, 1889. sm. 8°. 58 p. [1]
- **Board of Park Commissioners.** Report for the year ending Dec. 10, 1905. *h.t.p.* [1905.] 8°. Folded map, portraits, and illus. [3]
- **High School.** *Alpha Delta Sigma Fraternity (Zeta Chapter).* The Pnyx. Vol. 4. Springfield, 1902. 8°. 105 p. Illus. [1]
- **Gamma Delta Psi Fraternity (Kappa Chapter).** The Kappa Annual, being the almanack of the Springfield High School. Vol. 6. [Springfield], 1902. 4°. 106 p. Illus. [1]
- **City Library Association.** Bulletin. Vol. 18, no. 4; v. 19, no. 12; v. 20, no. 2; v. 21, no. 5, 9; v. 24-25. Oct.-Nov. 1898, March, May 1900, Aug., Dec. 1901, Feb. 1904—Dec. 1905. *n.p.*, [1898-1905]. 8°, 12°. [3]
- **Springfield Fire and Marine Insurance Company.** A booklet showing a few features of their new office building. Springfield, 1905. 4°. 45 p. Portraits and illus. [1]
- **A half century's history of the Springfield Fire and Marine Insurance Company, a record of fifty years of prosperity, 1849-99.** Springfield, 1901. 4°. (5), 288 p. Portraits and illus. [1]
- **Springfield Improvement Association.** Report, 1904-05. Springfield, 1905. 8°. 16 p. [1]
- **Winthrop Club.** Constitution and by-laws. *n.p.*, [1886]. 24°. 21 p. [1]
- Springfield Directory,** including Chicopee, West Springfield, and Longmeadow, 1906. [Vol. 55.] The Price & Lee Co., compilers and publishers. Springfield, 1906. 8°. Folded map. [1]
- Springfield Republican,** July 1905—March 1906. Springfield, 1905-06. 3 v. 1°. [1]
- Springfield Suburban Directory** for the towns of Agawam, East Longmeadow, Hampden, Longmeadow, Ludlow, Southwick, and Wilbraham, 1904. No. 3. The Price & Lee Co., publishers. Springfield, 1904. 8°. [1]
- Staley, Edgumbe.** The guilds of Florence. Illus. after miniatures in illuminated manuscripts and Florentine woodcuts, with bibliographical and chronological tables. London, 1906. l. 8°. xxiii, 622 p. [1]
- Standard guide to Egypt and the Sudan,** formerly "Cairo and Egypt and life in the land of the Pharaoh," being a pictorial and descriptive guide to Cairo and the Nile. By Halli-J. Kemeid. 9th yearly ed., revised. Ed. by the Anglo-Egyptian News and Advertising Agency. London, [1905]. 12°. 257 p. Illus. [1]
- Stang, William, Bp. of Fall River, Mass.** Pastoral letter on Christian marriage, 1906. [Boston, 1906.] 8°. 31 p. [3]
- Stanton, Gerritt Smith.** "Where the sportsman loves to linger," a narrative of the most popular canoe trips in Maine, the Allagash, the east and west branches of the Penobscot. N. Y., [1905]. 12°. 123 p. Map and illus. [1]
- Stanwood, Edward.** James Gillespie Blaine. Boston, 1905. 12°. (3), 377 p. Portrait. (American Statesmen. 2d series.) [1]
- Stark Family Association.** [10th annual reunion], 1905. *h.t.p.*, [1905]. 12°. 34 p. Portraits and illus. [3]
- Starkweather, Carlton Lee.** A brief genealogical history of Robert Starkweather of Roxbury and Ipswich, Mass., and of his son John Starkweather of Ipswich, Mass., and Preston, Conn., and of his descendants in various lines, 1640-1898. Occoquan, Va., 1904. 8°. 356 p. Portraits. [1]
- State Bar Association of Indiana.** Report, 10th annual meeting, July 10-12, 1906. *n.p.*, [1906]. 8°. [3]
- State Bar Association of Utah.** Report, 8th annual meeting, Salt Lake City, Jan. 9, 1905. *n.p.*, [1905]. 8°. [3]
- State Bar Association of Wisconsin.** Reports of the proceedings of the meetings, Milwaukee, Feb. 16-17, 1904, and Madison, Feb. 28 and March 1, 1905. Part 1. Madison, 1906. 8°. Portraits. [3]



- State Gazette, The.** Illustrated industrial ed. [Published in the interest of the town of Point Pleasant and the County of Mason, West Virginia. Compiled by Mrs. L. S. Poffenbarger.], Supplement. Feb. 2, 1905. Point Pleasant, [1905]. 1°. 56 p. Portraits. [3]
- State Historical Society of Missouri.** 1st-2d biennial report of the executive committee, Dec. 31, 1902-04. Columbia, 1903-05. 8°. [3]
- Proceedings, 2d annual meeting, Jan. 22, 1903, Columbia. Palmyra, [1903]. 8°. [3]
- State Historical Society of North Dakota.** Report of the Society to the Governor. Bismarck, 1905. 8°. [3]
- State Historical Society of Wisconsin.** Collections. Ed. by R. G. Thwaites. Vol. 17. The French régime in Wisconsin, 2, 1727-48. Madison, 1906. 8°. Portraits. [3]
- Proceedings, 53d annual meeting, Nov. 9, 1905. Madison, 1906. 8°. Portraits and illus. [3]
- State University of Iowa, Iowa City.** Calendar, 1904-05. Iowa City, 1905. 12°. Folded map. [3]

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- Statesman's Year-Book, 1906.** Ed. by J. S. Keltie [and] L. P. A. Renwick. 43d annual publication. London, 1906. 12°. [1]
- Stay, Mrs. (Mary) Elizabeth (Wardwell).** Wardwell. A brief sketch of the antecedents of Solomon Wardwell, with the descendants of his two sons Ezra and Amos, who died in Sullivan, N. H. Greenfield, Mass., 1905. 8°. 22 p. [1]
- Stead, Alfred.** Great Japan, a study of national efficiency; with a foreword by the Earl of Rosebery. London, 1906 [1905]. 8°. xiv, (1), 483 p. [1]
- Stealey, Orlando Oscar.** Twenty years in the press gallery, a concise history of important legislation from the 48th to the 58th Congress, the part played by the leading men of that period, etc.; with an introduction by Henry Watterson, also, character sketches of the men prominent in public life by well-known Washington correspondents. Illus. by C. K. Berryman. N. Y., 1906. 8°. xii, 497 p. Portraits and illus. [1]
- Stearns, Charles Woodward.** A concordance to the constitution of the United States of America; with a classified index, and questions for educational purposes. N. Y., 1872. 8°. viii, 153 p. [1]
- Stearns, Ezra Scollay.** History of Plymouth, N. H. Vol. 1. Narrative. Vol. 2. Genealogies. Cambridge, Mass., 1906. 2 v. 1. 8°. xvi, 632 p.; viii, 801 p. Folded map, plans, and illus. [1]
- Stearns, Frank Preston.** The life and genius of Nathaniel Hawthorne. Philadelphia, 1906. 8°. 463 p. Portraits and illus. [1]
- Stearns, Lutie Eugenia.** Essentials in library administration. Boston, 1905. 12°. 103 p. (American Library Association. Publishing Board. Library tract, no. 6.) [3]
- Steffens, Lincoln.** The struggle for self-government, being an attempt to trace American political corruption to its sources in six states of the United States, with a dedication to the Czar. N. Y., 1906. 12°. xxiii, 294 p. [1]
- Stephens, Charles Asbury.** Natural salvation, the message of science outlining the first principles of immortal life on the earth. Norway Lake, Me., 1906. 12°. xiv, 7-237 p. [1]
- Stevens, Charles McClellan, editor.** World-wide book of the times, the world's great exposition of civilization. Chicago, [1905]. 4°. (2), 784 p. [1]
- Stevens, Horace J.** The copper handbook, a manual of the copper industry of the world. Vol. 5, for the year 1904. Houghton, Mich., 1905. 8°. [1]
- Stevenson, Mrs. Margaret Isabella (Balfour).** Letters from Samoa, 1891-95. Ed. and arranged by M. C. Balfour. With illus. N. Y., 1906. 12°. x, 340 p. [1]

- Stevenson (General Thomas G.) Memorial Association.** Exercises at the presentation to the commonwealth of Massachusetts of a bronze relief of General Thomas G. Stevenson, Dec. 7, 1905. Boston, 1906. 8°. 61 p. Portrait and illus. [3]
- Stewart, Alvan.** Writings and speeches on slavery. Ed. by L. R. Marsh. N. Y., 1860. 12°. 426 p. Portrait. [1]
- Stewart, Mrs. Clara Louise (Collins) Ward.** Clara Louise Stewart, a tribute. Boston, [1903?]. 12°. 31 p. Portrait. [3, *A. C. Stewart, Boston, Mass.*]
- Stewart, William Henry.** Virginia, 1607-1907. Illus. by Lucy Redd Wise. *n.p.*, [1906]. 4°. (22) p. Portraits. [1]
- Stickney, Albert.** Organized democracy. Boston, 1906. 12°. (5), 268 p. [1]
- Stiefel, H. C.** Slices from a long loaf; log-book of an eventful voyage by five Pittsburg tourists down the beautiful Allegheny River from Oil City to Pittsburg, *etc.* Pittsburg, Pa., [1905]. 12°. 221 p. Illus. [1]
- Stieler, Adolf.** Hand-Atlas, 100 Karten in Kupferstich mit 162 Nebenkarten, herausgegeben von Justus Perthes' geographischer Anstalt in Gotha. 9e von Grund aus neu bearbeitete und neugestochene Auflage. Gotha, 1905. f°. [1]
- Stillé, Charles Janeway.** Memorial of the great central fair for the U. S. Sanitary Commission, held at Philadelphia, June 1864. Philadelphia, 1864. 4°. 211 p. Illus. [1]
- Stilwell, Dewitt.** A genealogical record of one branch of the Heath, Clark and Cone families, March 1, 1905. Syracuse, N. Y., 1905. 8°. 38, (4) p. Portraits. [1]
- Stoker, Bram.** Personal reminiscences of Henry Irving. N. Y., 1906. 2 v. 8°. xiii, 372 p.; vii, 385 p. Portraits and facsimiles. [1]
- Stone, Lucy (Mrs. Blackwell).** Celebration of the birthday anniversary of Lucy Stone, West Brookfield, Aug. 13, 1903. [Clippings from the Warren Herald, Aug. 14, 1903.] 8°. 11 p. Portraits. [1]
- Stonington (Conn.) Union Association.** Minutes, 73d anniversary of the Stonington Union Association, June 18-19, 1845; [also Minutes of the Stonington Association, 1772-86, with a history of the several churches composing this body]. Norwich, 1845. 8°. 82, (4) p. [1]
- Stoutenburgh, Henry A.** A documentary history of the Dutch congregation of Oyster Bay, Queens County, Island of Nassau, now Long Island. [Pamphlet, no. 8. N. Y., 1905.] 8°. [1]
- Stow, Mass.** A copy of the valuation and taxes for the year 1890. Stow, 1890. 8°. 28 p. [3]
- *Directory.* See Hudson Directory.
- Straits Settlements.** Ordinances enacted by the governor with the advice and consent of the Legislative Council, 1905. Singapore, 1906. 8°. [3]
- Straker, D. Augustus.** Negro suffrage in the South. Detroit, Mich., [1906]. 8°. 47 p. Portrait. [1]
- Street, George Edward.** Mount Desert, a history. Ed. by S. A. Elliot, with a memorial introduction by W. L. Anderson. Boston, 1905. 8°. xvi, 370 p. Portraits, maps, illus., and facsimile. [1]
- Street, Thomas Atkins.** The foundations of legal liability, a presentation of the theory and development of the common law. Northport, Long Island, N. Y., 1906. 3 v. 8°. [1]
- Street Railway Journal.** Vol. 25-26. Jan.-Dec. 1905. N. Y., 1905. 2 v. in 4. f°. Folded diagrams and illus. [1]
- Electric railway directory and Buyers' manual. [4th quarter, Nov. 1905.] N. Y., 1905. narrow 8°. 168 p. [3]
- *Same.* [1st quarter, Feb. 1906.] N. Y., [1906]. narrow 8°. 168 p. [3]
- Street Railway Reports,** annotated, reporting the electric and street railway decisions of the Federal and state courts in the United States. Ed. by F. B. Gilbert. Vol. 3. [1904.] Albany, 1906. 8°. [1]

**Streets, Thomas Hale.** David Rees of Little Creek Hundred and the descendants of John Rees, his son. Philadelphia, 1904. 8°. 80 p. [1]

No. 1 of his Some allied families of Kent County, Delaware.

— Samuel Griffin, of New Castle County on Delaware, planter, and his descendants to the seventh generation. Philadelphia, 1905. 8°. 235 p. [1]

No. 2 of his Some allied families of Kent County, Delaware.

**Stribling, Robert Mackey.** Gettysburg campaign and campaigns of 1864 and 1865 in Virginia. Petersburg, Va., 1905. 12°. 308 p. [1]

**Strong, Thomas Nelson.** Cathlamet on the Columbia, recollections of the Indian people and short stories of early pioneer days in the valley of the lower Columbia River. Portland, Oregon, 1906. 12°. 119 p. [1]

**Stubbs, Charles William.** The story of Cambridge. Illus. by Herbert Railton. London, 1905. 12°. xx, 356 p. Portraits and maps. (Mediæval Towns.) [1]

**Studdiford, Samuel Miller.** Memorial of Clark Fisher who departed this life at "Whitehall," Flushing, L. I., on Dec. 31, 1903, [address delivered on the occasion of the funeral, Jan. 4, 1904]. n.p., [1904]. 8°. (7) p. [3]

**Sturbridge, Mass.** Vital records of Sturbridge, Mass. Published by the New England Historic Genealogical Society at the charge of the Eddy Town-Record Fund. Boston, 1906. 8°. 393 p. [4]

**Sturgeon, Harold McCuan.** The law of divorce and the proceedings to obtain a divorce in Pennsylvania, with a full collection of forms. Philadelphia, 1905. 8°. xxxii, 509 p. [1]

**Suffolk County, Mass.** *Registry of Deeds.* Suffolk deeds. Liber 14. Boston, 1906. 8°. [3]

**Supple, Bernard Francis.** The peaceful settlement of industrial controversies. Development of the Massachusetts system of state arbitration. Boston, 1904. 8°. 12 p. [4]

**Supreme Court Reporter.** Vol. 26. Cases argued and determined in the United States Supreme Court, Dec. 1905—July 1906. St. Paul, 1906. 1. 8°. [1]

**Sutro, Emil.** The basic law of vocal utterance. N. Y., 1894. 8°. 124 p. [3]

— Duality of thought and language, an outline of original research. N. Y., [1904]. 12°. viii, (3), 277 p. (Duality of man's nature, 2.) [3]

— Duality of voice, an outline of original research. N. Y., 1899. 12°. vi, (1), 224 p. (Duality of man's nature, 1.) [3]

**Sutton, Mass.** Valuation and tax of the town for the year 1897, 1902. Millbury, 1897; Worcester, 1902. 8°. [3]

**Suyematsu, Kencho, Baron.** The risen sun. N. Y., 1905. 8°. xi, 355 p. [1]

**Swampscott, Mass.** *Directory.* See Lynn Suburban Directory.

**Sweden.** Bidrag till sveriges officiella statistik. A, ny följd 42:2, 43-45; B, ny följd 46:1-2, 47:1-2. G, ny följd 46; L, 42, b; 43a. Stockholm, 1906-06. 9 pm. 4°. [3]

— Sweden, a short handbook on Sweden's history, industries, social systems, sport, art, scenery, etc. Ed. by the Swedish Tourist Traffic Society, Turisttrafikförbundet, Stockholm. [Tr. by E. A.-Ray.] Stockholm, 1906. 16°. 178 p. Folded map, portraits, and illus. [1]

— Uppgift & folkmängden inom hvarje kommun, härad, tingslag, domsaga, stad och län den 31 dec. 1903. Till ledning vid val till riksdagsmän och landstingsmän samt valmän för utseende af landstingsmän offentliggjord af Kungl. Statistiska Centralbyrån. Stockholm, 1904. 4°. 17 p. [3]

— Same. 31 dec. 1904. Stockholm, 1905. 4°. 17 p. [3]

— Same. 31 dec. 1905. Stockholm, 1906. 4°. 17 p. [3]

**Swettenham, Sir Frank Athelstane.** British Malaya, an account of the origin and progress of British influence in Malaya. With map, illus., and photographure. London, 1907 [1906]. 8°. x, 354 p. [1]

**Swift, Lindsay.** Memoir of Sigourney Butler. Reprinted from the Publications of the Colonial Society of Massachusetts, v. 10. Cambridge, 1906. 8°. 11 p. [3]

- Switzerland.** Recueil officiel des lois et ordonnances de la Confédération Suisse. Nouvelle série, tome 20-21, année 1904-05. Berne, 1905-06. 2 v. 8°. [3]
- Sydney, N. S. W. Australian Museum.** Records. Vol. 5. Sydney, 1903-05. 8°. Plates. [3]
- Symmes, Frank R.** History of the Old Tennent Church, [Freehold, N. J.]. 2d ed. Cranbury, N. J., 1904. 8°. 472 p. Portraits, map, facsimile, and illus. [1]
- Syracuse, N. Y. Board of Education.** 56th annual report, July 31, 1904. Syracuse, 1905. 8°. Illus. [4]
- *Public Library.* Annual report, Dec. 31, 1905. Syracuse, 1906. 8°. Illus. [3]
- Taburno, J.** The truth about the war. Tr. by Victoria von Kreuter. Kansas City, Mo., [1905]. 12°. 144 p. Folded maps. [1]
- Talbot, Ethelbert, Bp. of Central Pennsylvania.** My people of the plains. Illus. N. Y., 1906. 8°. x, (2), 265 p. Portraits. [1]
- Talkington, Henry Leonidas.** State constitution and school laws of Idaho, considered with reference to the student, the teacher, the school official, etc. Lewiston, Idaho, 1905. sm. 8°. (3), 186, (10) p. [1]
- Tamarack Mining Company.** Report of the directors for the year ending Dec. 31, 1905. Boston, 1906. 8°. [3]
- Tasmania. Parliament.** Acts of Parliament. Vol. 18, part 1. 1905. Tasmania, 1905. 4°. [3]
- Taunton (Mass.) Daily Gazette,** July 1905—June 1906. Taunton, 1905-06, 2 v. f°. [3]
- Taunton Directory,** 1905-06. No. 35-36. Sampson & Murdock Co. Taunton, 1904-05. 2 v. 8°. Folded maps. [1]
- Teachers College, New York City.** Contributions to education. No. 1-2. Sept.-Oct., 1905. N. Y., 1905. 2 v. 8°. [1]
- *Teachers College Record.* [Bi-monthly.] Vol. 1-6. 1900-05. N. Y., [1900-05]. 6 v. 8°. [4]
- Teff, William, and Vollum, Edward Perry.** Premature burial and how it may be prevented, with special reference to trance, catalepsy and other forms of suspended animation. 2d ed., by W. R. Hadwen. London, 1905. 12°. 454 p. Portrait and illus. [1]
- Templeton, Mass. Hospital Cottages for Children, Baldwinville.** 23d annual report, 1905. Fitchburg, [1906]. 8°. [3]
- Temporary Asylum for Discharged Female Prisoners, Dedham, Mass.** 42d annual report. Boston, 1905. 8°. [3]
- Tennessee. Courts.** Annotations on Tennessee decisions, with table of cases and citations. By R. T. Shannon. Vol. 3. [Kennedy—Pulaski.] Nashville, 1906. 1. 8°. [1]
- *General Assembly.* Acts, 54th General Assembly, 1905. Nashville, 1905. 8°. [2]
- *House journal,* 54th General Assembly, 1905. Nashville, 1905. 8°. [2]
- *Senate journal,* 54th General Assembly, 1905. Nashville, 1905. 8°. [2]
- *Governor.* Thanksgiving Day proclamation, [Nov. 30, 1905. Nashville, 1905.] 4°. (3) p. [4]
- *State Superintendent of Public Instruction.* Annual report, June 30, 1901. Chattanooga, 1901. 8°. Portraits. [4]
- *Supreme Court.* Reports of cases argued and determined, Sept. term 1903—April term 1905. C. T. Cates, Jr., Attorney-General and reporter. Vol. 4-6. [Tennessee reports, v. 112-114.] Columbia, Mo., 1905-06. 3 v. 8°. [2]
- Terrell, Henry.** Crimes by national bank officers and agents under sections 5208 and 5209 Revised statutes of the United States. Chicago, 1906. 8°. xvi, 193 p. [1]
- Terrell, Thomas.** The law and practice relating to letters patent for inventions. 4th ed., by Courtney Terrell. London, 1906. 8°. xxxviii, 689, (1) p. [1]
- Tewksbury, Mass. Directory.** See Lowell Suburban Directory.

- Texas. *Agricultural Experiment Stations.*** Bulletin. No. 78-80, 84. Oct. 1905—Jan. 1906. College Station, [1905-06]. 8°. [3]
- ***Court of Criminal Appeals.*** The Texas criminal reports. Cases argued and adjudged, 1903-04. Reported by Rudolph Kleberg. Vol. 45-46. Austin, 1905-06. 2 v. 8°. [2]
- ***Courts of Civil Appeals.*** The Texas civil appeals reports. Cases argued and adjudged, 1903-04. A. E. Wilkinson, reporter, B. R. Webb, assistant reporter. Vol. 33-36. Austin, 1905-06. 4 v. 8°. [2]
- ***Legislature.*** General laws, regular session, 29th Legislature, 1905. Austin, 1905. 8°. [2]
- ***Journal of the House of Representatives,*** [regular] session, 13th-14th Legislature, Jan. 1873-74, 15th Legislature, April 1876; 16th Legislature, extra session, June 1879; called session, 17th Legislature, April 1882; regular session, 19th Legislature, Jan. 1885; 20th Legislature, Jan. 1887; 20th Legislature, extra session, April 1888. Austin, Galveston, 1873-88. 7 v. 4° and 8°. [1]
- ***Journal of the Senate,*** 2d session, 14th Legislature, Jan. 1875; [regular session], 15th Legislature, April, 1876; called session, 18th Legislature, Jan. 1884; regular session, 19th Legislature, Jan. 1885, 20th Legislature, Jan. 1887; 20th Legislature, extra session, April 1888. Houston, 1875; Austin, [1876]-88. 6 v. 4° and 8°. [1]
- **Supplement to Sayles' annotated civil statutes of the state of Texas,** covering all civil laws passed by the 29th Legislature, regular and special sessions. Annotated to and including Texas reports v. 97, Courts of Civil Appeals v. 32, and Southwestern reporter v. 88. By W. W. Herron. St. Louis, 1906. 1. 8°. xiii, 17-611 p. [1]
- ***State Superintendent of Public Instruction.*** 13th biennial report, Aug. 31, 1902. Austin, 1902. 8°. [4]
- ***Supreme Court.*** The Texas reports. Cases adjudged prior to May 1905. Reported by A. E. Wilkinson. Vol. 98. Austin, 1905. 8°. [2]
- Texas Bar Association.** Proceedings, 11th-23d annual session, July 1892-1904; with constitution, by-laws, etc. Austin, 1892-1904. 8°. Portraits. [1]
- Texas Court Reporter, The.** Cases argued and adjudged in the Supreme Court, Court of Criminal Appeals, and the Courts of Civil Appeals, June 1905-June 1906. Vol. 13-15. Austin, [1905-06]. 3 v. 8°. [1]
- Texas State Historical Association.** The quarterly of the Texas State Historical Association. Vol. 3-9. Austin, 1900-06. 7 v. 8°. Folded maps. [3]
- Thames River.** Royal Thames guide, containing thirty-five diagrams from lock to lock, and over one hundred illus. from Putney to Oxford, also useful up-to-date information. London, 1904. 12°. xvi, 214 p. [1]
- Thayer, Francis N.** The Thayer family in South Mendon. [Clippings from the Woonsocket Reporter, Nov. 19-21, 1902.] 8°. (12) p. [1]
- Thomas, Cyrus.** Genealogy, descendants of Gabriel Thomas, John Thomas, Valentine Thomas, Christian Thomas, and George Ramsberg. n.p., 1902-06. 8°. 19 p. [1]
- Thomas S. Clarkson Memorial School of Technology, Potsdam, N. Y.** Clarkson bulletin. Vol. 1-2. April 1904-Oct. 1905. [Issued quarterly.] Potsdam, 1904-05. 2 v. 8°. [3]
- Thompson, Charles Willis.** Party leaders of the time, character studies of public men at Washington. Illus. with portraits. N. Y., [1906]. 12°. 422 p. [1]
- Thompson (Edward) Company.** An obiter digest of the United States Supreme Court reports, 1 Dallas-197 U. S. A collection of the obiter statements of law found in the opinions of the justices. Compiled by the publishers' editorial staff. Northport, N. Y., 1906. 2 v. 1. 8°. (5), 989 p.; (2), 984 p. [1]
- Thompson, Holland.** From the cotton field to the cotton mill, a study of the industrial transition in North Carolina. N. Y., 1906. 12°. ix, 284 p. [1]
- Thompson, Richard Frederick Meysey.** A shooting catechism. London, 1905. 16°. viii, 251 p. [1]

- Thompson, Seymour Dwight.** Commentaries on the law of negligence in all relations, including a complete revision of the author's previous works on the same subject. Vol. 6. Indianapolis, 1905. 1. 8°. [1]
- Thompson, Thomas Payne.** Louisiana writers, native and resident, including others whose books belong to a bibliography of that state, to which is added a list of artists. Compiled for Louisiana State Commission, Louisiana Purchase Exposition. New Orleans, 1904. 8°. 64 p. [3]
- Thomson, John Arthur.** Herbert Spencer. London, 1906. 12°. ix, 284 p. Portrait. (English Men of Science.) [1]
- Thomson, Osmund Rhodes Howard, and Rauch, William H.** History of the "Bucktails," Kane Rifle Regiment of the Pennsylvania Reserve Corps, 13th Pennsylvania Reserves, 42nd of the line. Published by W. H. Rauch, historian for the Regimental Association, with a dedicatory note by E. A. Irvin. Philadelphia, 1906. 8°. x, (1), 466, (1) p. Portraits and illus. [2]
- Thorndike, Edward Lee.** The principles of teaching based on psychology. N. Y., 1906. 12°. xii, 293 p. [1]
- Thorpe, Francis Newton, editor.** The history of North America. Vol. 15. The civil war: the national view. By F. N. Thorpe. Philadelphia, [1906]. 8°. xxi, 535 p. Portraits, maps, and illus. [1]

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- *Same.* Vol. 16. The reconstruction period. By P. J. Hamilton. Philadelphia, [1906]. 8°. xxi, 571 p. Portraits, facsimiles, and illus. [1]
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- Codice civile della repubblica e cantone del Ticino del 15 nov. 1882, completamente riveduto con indice analitico-alfabetico. Edizione ufficiale. Bellinzona, 1903. 16°. lix, 272 p. [3]
- Codice penale per il cantone del Ticino. Edizione ufficiale. Bellinzona, 1873. 8°. 127 p. [3]
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Vol. 4, Supplemento ed indice.

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- Times Law Reports.** Ed. by W. F. Barry. Vol. 21. 1904-05. London, 1906. 4°. [1]
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- Tobey, Rufus Babcock, and Pope, Charles Henry.** Tobey, Tobie, Toby genealogy; Thomas of Sandwich and James of Kittery and their descendants. Boston, 1905. 8°. 334, (16) p. Portraits and illus. [1]
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- Torrence, William Clayton.** Rootes of Rosewall. An account of Major Philip Rootes of "Rosewall" King and Queen County, Virginia, and some of his descendants. n.p., [190-?]. 4°. (6), 80 p. Portraits, illus., and facsimiles. [1]

- Towle Manufacturing Company.** The life and services of Benj. Franklin, with some of the proverbs of Poor Richard, and a catalogue of the Benj. Franklin pattern of sterling silver tableware. Newburyport, Mass., [1905]. 1. 8°. 88 p. Portraits and illus. [3]
- Townsend, Edward Waterman.** Our constitution, why and how it was made, who made it, and what it is. N. Y., 1906. 8°. 322 p. [1]
- Townsend, Malcolm, compiler.** Handbook of United States political history for readers and students. Illus. Boston, [1905]. 8°. 11, 441 p. (Reference Index Series.) [1]
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- Reprinted from New England Historical and Genealogical Register, vols. 55, 56 and 57.
- Treacy, William P.** Old Catholic Maryland and its early Jesuit missionaries. Swedesboro, N. J., [18—?]. 16°. 183 p. [1]
- Treves, Sir Frederick.** Highways and byways in Dorset. With illus. by Joseph Pennell. London, 1906. sm. 8°. xviii, (1), 369 p. Folded map. [1]
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- Trips, trolley and steamboat, illustrated, to interesting places in Massachusetts, Rhode Island, Connecticut.** Providence, 1905. narrow 16°. 120 p. Folded map. [1]
- Trow, Cora Welles.** The parliamentarian, a manual of parliamentary procedure extemporaneous speaking and informal debate. N. Y., 1906. narrow 16°. 152 p. [1]
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- Trow's General Directory of the Boroughs of Manhattan and Bronx, city of New York.** Vol. 120, for the year ending July 1, 1907. N. Y., 1906. 1. 8°. Folded map. [1]
- Trustees of Public Reservations.** 14th-15th annual report, 1904-05. Boston, 1905-06. 8°. [4]
- Truth about the "Asphalt Trust,"** a statement setting forth the past history, existing organization, and present policy of the General Asphalt Company. [Anon.] n.p., 1906. 8°. 8 p. [3]
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**Twichell, Joseph H.** A modern knight of the cross, annual sermon before the American Board of Commissioners for Foreign Missions, delivered at Seattle, Wash., Sept. 17, 1905. Boston, 1905. 8°. 23 p. [3]

**Twitchell, Mayville William.** Maryland. N. Y., 1906. 12°. x, 76 p. Maps and illus. (Tarr and McMurry Geographies. Supplementary volume.) [1]

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— Pacific Railroad legislation, 1862-85. [With Origin of the enterprise.] Boston, [1885]. 8°. 75 p. [3]

— Report of the government directors for the year 1875. n.t.p., [1875]. 8°. [3]

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— Annual report, 1905. Wash., 1906. 8°. [3]

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*Bureau of American Ethnology.*

— 23d annual report, 1901-02. Wash., 1904. 1. 8°. Plates. [3]

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23d. **Powell, J. W.** Report [as] director. — **Stevenson, M. C.** The Zun̄i Indians, their mythology, esoteric fraternities, and ceremonies.

— Bulletin 28-29, 32. Wash., 1904-06. 8°. Folded plates and illus. [3]

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28. **Seler, E., and others.** Mexican and Central American antiquities, calendar systems and history. Tr. from the German under the supervision of C. F. Bowditch.

29. **Swanton, J. K.** Haida texts and myths, Skidegate dialect.

32. **Hewett, E. L.** Antiquities of the Jemez Plateau, New Mexico.

*Bureau of Animal Industry.*

— 20th-21st annual report, 1903-04. Wash., 1904-05. 2 v. 8°. Plates. [3]

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No. 38. **Salmon, D. E.** Tuberculosis of the food-producing animals.

39, part 12-16. **Stiles, C. W., and Hassall, A.** Index-catalogue of medical and veterinary zoology. Part 12-16. Authors. K—Lyutkevich.

73. **Rogers, L. A.** The bacteria of pasteurized and unpasteurized milk under laboratory conditions.

74. **Armstrong, H. F., and Fries, J. A.** Energy values of red clover hay and maize meal. Investigations with the respiration calorimeter, in cooperation with the Pennsylvania State College Agricultural Experiment.

75. **Lane, C. B.** Records of dairy cows in the United States.

76. **Rommel, G. M.** The score card in stock breeding.

77. **Kennedy, W. J.** Cattle, sheep, and hog feeding in Europe.

78. **Mehler, J. R.** Texas fever, otherwise known as tick fever, splenetic fever, or southern cattle fever, with methods for its prevention.

79. **Stiles, C. W., and Hassall, A.** The determination of generic types, and a list of roundworm genera, with their original and type species.

80. **Stiles, C. W., and Stevenson, E. C.** The synonymy of *Tania*, *t. crassicolis*, *t. marginata*, *t. serrata*, *t. cornuta*, *t. serialis*, and *echinococcus*.

81. **Whitaker, G. M.** The milk supply of Boston, New York, and Philadelphia.

82. **Thom, C.** Fungi in cheese ripening: camembert and roquefort.

83. **Lane, C. B.** The cold storage of cheese, experiments of 1903-4.

84. Investigations in the manufacture and storage of butter. 1. The keeping qualities of butter made under different conditions and stored at different temperatures, by C. E. Gray. With Remarks on the scoring of the butter by G. L. McKay.

85. Investigations in the manufacture and curing of cheese. 6. The cold curing of American cheese, with a digest of previous work on the subject, by C. F. Doane.

86. **Schroeder, E. C., and Cotton, W. E.** Experiments with milk artificially infected with tubercle bacilli.

88. **Schroeder, E. C., and Mehler, J. R.** The tuberculin test of hogs and some methods of their infection with tuberculosis.

91. **Grimthe, D.** Feeding prickly pear to stock in Texas.

**United States, continued.***Bureau of Chemistry.*

- Bulletin. No. 69, revised. Part 1-9. Wash., 1905-06. 8°. [3]

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No. 69, part 1-9. **Bigelow, W. D.** Foods and food control. Revised to July 1, 1906. 1-9. Part 9 is by W. D. Bigelow and C. H. Greathouse.

- Same. No. 90-92, 94-100. Wash., 1905-06. 8°. Plates and diagrams. [3]

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No. 90. **Association of Official Agricultural Chemists.** Proceedings, 21st annual convention, St. Louis, Mo., Sept. 26-28, 1904.

91. **Haywood, J. K., and Smith, B. H.** Mineral waters of the United States. 1. Classification and methods of analysis. 2. Commercial waters. 3. Saratoga waters sampled at source.

92. **Cushman, A. S.** The effect of water on rock powders.

94. **Bigelow, W. D., and others.** Studies on apples. 1. Storage, respiration and growth. 2. Insoluble carbohydrates or marc. 3. Microscopic and macroscopic examinations of apple starch.

95. **Wiley, H. W., and others.** The influence of environment upon the composition of the sugar beet, 1903.

96. — Influence of environment on the composition of the sugar beet, 1904; with a summary of the five-year investigation.

97. **Bigelow, W. D., and Gore, H. C.** Studies on peaches. 1. Compiled analyses of peaches. 2. Changes in chemical composition of the peach during growth and ripening. 3. Effect of storage on the composition of peaches.

98. **Kebler, L. F., and Ragan, E. T.** Drug legislation in the United States.

99. **Association of Official Agricultural Chemists.** Proceedings, 22d annual convention, Washington, D. C., Nov. 16-18, 1905.

100. **Bigelow, W. D., and Howard, B. J.** Some forms of food adulteration and simple methods for their detection.

- Report of the Chemist, 1905. By H. W. Wiley. Wash., 1905. 8°. [3]

*Bureau of Construction and Repair.*

- Annual report of the Chief to the Secretary of the Navy, June 30, 1905. Wash., 1905. 8°. [3]

*Bureau of Corporations.*

- Annual report of the Commissioner of Corporations, June 30, 1905. Wash., 1905. 8°. [3]

*Bureau of Education.*

- Bulletin. No. 1. 1906. Wash., 1906. 8°. [3]

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No. 1. **Smith, A. T.** The education bill of 1906 for England and Wales as it past the House of Commons.

- Report of the Commissioner of Education, [June 30], 1903-04. Wash., 1905-06. 4 v. 8°. [3]

- Statement of the Commissioner of Education to the Secretary of the Interior for the year ended June 30, 1905. Wash., 1905. 8°. [3]

*Bureau of Entomology.*

- Bulletin. No. 51, 54-57, 58 part 1-2, 59. Wash., 1905-06. 8°. Plates and illus. [3]

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No. 51. **Hunter, W. D., and Hinds, W. E.** The Mexican cotton boll weevil: a revision and amplification of bulletin 45 to include the most important observations made in 1904.

54. Some miscellaneous results of the work of the Bureau of Entomology. 8.

55. **Phillips, E. F.** The rearing of queen bees.

56. **Hopkins, A. D.** The Black Hills beetle, with further notes on its distribution, life history, and methods of control.

57. **Sanderson, E. D.** Report on miscellaneous cotton insects in Texas.

58. Some insects injurious to forests. Part 1. The locust borer, by A. D. Hopkins.

2. The western pine-destroying barkbeetle, by J. L. Webb.

59. **Hinds, W. E.** Proliferation as a factor in the natural control of the Mexican cotton boll weevil.

- Report of the Entomologist, 1905. By L. O. Howard. Wash., 1905. 8°. [3]

- Technical series. No. 10-11, 12 part 1-2. Wash., 1905-06. 8°. [3]

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No. 10. **Cook, O. F.** The social organization and breeding habits of the cotton-protecting kelep of Guatemala.

11. **Cosquillett, D. W.** A classification of the mosquitoes of North and Middle America.

12. Miscellaneous papers. Part 1. Catalogue of recently described coecidæ, by J. G. Sanders. 2. **Hime, J. S.** Habits and life histories of some flies of the family tabanidæ.

- See, also, forward, Department of Agriculture. (Division of Entomology.)

*United States, continued.**Bureau of Equipment.*

- The American ephemeris and nautical almanac, 1909. 1st ed. Wash., 1906. 1. 8°. [3]
- Report of the Chief to the Secretary of the Navy, 1900, 03-05. Wash., 1900-05. 8°. [3]
- Reports of the efficiency of various coals, 1896-98. Expenses of equipment abroad, 1902-03, and recent chemical analyses of coal at Navy Yard, Washington, D. C. Wash., 1906. 4°. 121 p. Folded maps. [3]

*Bureau of Fisheries.*

- Report of the Commissioner of Fisheries for the fiscal year ended June 30, 1905. Wash., 1906. 8°. [3]
- Statistical bulletin. No. 141-188. [Wash., 1903-06.] Broad-sides. [3]

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149. Fisheries of the South Atlantic States, 1902.

151. Fisheries of the New England States, 1902.

166. Fisheries of the Great Lakes, 1903.

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184. Fisheries of the Middle Atlantic States, 1904.

185. Fisheries of the Pacific Coast States, 1904.

188. Fisheries of the United States.

*Bureau of Forestry.*

- Bulletin. No. 56, 58-61. Wash., 1905. 8°. [3]

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No. 56. Chapman, C. S. A working plan for forest lands in Berkeley County, S. C.

58. Chittenden, A. K. The red gum; with a discussion of The mechanical properties of red gum wood, by W. K. Hatt.

59. Fox, W. F., and Hubbard, W. F. The maple sugar industry; with a discussion of The adulterations of maple products, by H. W. Wiley.

60. Reed, F. W. Report on an examination of a forest tract in western North Carolina.

61. Terms used in forestry and logging. Prepared in co-operation with the Society of American Foresters.

For continuation, see, forward, *Forest Service*.

*Bureau of Immigration.*

- Annual report of the Commissioner-General of Immigration, June 30, 1905. Wash., 1905. 8°. [3]

*Bureau of Labor.*

- 20th annual report of the Commissioner of Labor, 1905. Wash., 1906. 8°. [3]
- Bulletin. Vol. 11-12. [No. 59-64. July 1905-May 1906.] Wash., 1905-06. 2 v. 8°. [3]

*Bureau of Medicine and Surgery.*

- Report of the Surgeon-General, U. S. navy, Chief of the Bureau, 1905. Wash., 1905. 8°. [3]
- Report on the Russian medical and sanitary features of the Russo-Japanese war to the Surgeon-General, U. S. navy. By Raymond Spear. July 1, 1906. Wash., 1906. 8°. 84 p. Plates. [3]

*Bureau of the Mint.*

- Annual report of the director, June 30, 1905. Wash., 1905. 8°. [3]

*Bureau of Navigation.**(Department of Commerce and Labor.)*

- 37th-38th annual list of merchant vessels of the United States, with official numbers and signal letters, and lists of vessels belonging to the United States government, with distinguishing signals, June 30, 1905-06. Wash., 1905-06. 2 v. sm. 4°. [3]

**United States. Bureau of Navigation. (Department of Commerce and Labor),**  
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- Annual report of the Commissioner of Navigation, 1905. Wash., 1905. 8°. [3]
- Laws relating to navigation and the merchant marine. Part 2 of the report of the Commissioner of Navigation, 1903. Wash., 1903. 8°. 531 p. [3]
- *Same.* Amendments to the navigation laws of 1903. *n.t.p.* [Wash., 1906.] 8°. 64 p. [3]

*Bureau of Plant Industry.*

- Bulletin. No. 27, 77-95, 100, pt. 1-4. Wash., 1902-06. 1. 8°, 8°. Plates and illus. [3]

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- No. 27. Fairchild, D. G. Letters on agriculture in the West Indies, Spain, and the Orient.
77. Collins, G. N. The avocado, a salad fruit from the tropics.
78. Lyon, T. L. Improving the quality of wheat.
79. Harter, L. L. The variability of wheat varieties in resistance to toxic salts.
80. Kearney, T. H., and Meams, T. H. Agricultural explorations in Algeria.
81. Cook, O. F., and Swingle, W. T. Evolution of cellular structures.
82. Piper, C. V. Grass lands of the south Alaska coast.
83. Duvel, J. W. T. The vitality of buried seeds.
84. The seeds of the bluegrasses. 1. The germination, growing, handling, and adulteration of bluegrass seeds, by Edgar Brown. 2. Descriptions of the seeds of the commercial bluegrasses and their impurities, by F. H. Hillman.
85. Duggar, B. M. The principles of mushroom growing and mushroom spawn making.
86. Kearney, T. H. Agriculture without irrigation in the Sahara desert.
87. Jones, L. R. Disease resistance of potatoes.
88. Cook, O. F. Weevil-resisting adaptations of the cotton plant.
89. Henkel, A. Wild medicinal plants of the United States.
90. Miscellaneous papers. 1. The storage and germination of wild rice seed, by J. W. T. Duvel. 2. The crown-gall and hairy-root diseases of the apple tree, by G. G. Hedgcock. 3. Peppermint, by Alice Henkel. 4. The poisonous action of Johnson grass, by A. C. Crawford.
91. Shamel, A. D., and Cobey, W. W. Varieties of tobacco seed distributed in 1905-6, with cultural directions.
92. Kearney, T. H. Date varieties and date culture in Tunis.
93. Scott, W. M. The control of apple bitter-rot.
94. Hunter, B. Farm practice with forage crops in western Oregon and western Washington.
95. Brand, C. J. A new type of red clover.
100. Part 1. Shear, C. L. Cranberry spraying experiments, 1905. 2. Schrenk, H. von. The wrapping of apple grafts and its relation to the crown-gall disease. 3. Duvel, J. W. T. Garlicy wheat. 4. Garner, W. W. Methods of testing the burning quality of cigar tobacco.

*Bureau of Rolls and Library.*

- Bulletin. No. 11. Sept. 1905. Wash., 1905. 1 v. in 2. f°. [3]

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- No. 11, part 1-2. Documentary history of the constitution of the United States, 1786-1870. Vol. 4-5.
- Documentary history of the constitution of the United States, 1786-1870. Vol. 4-5. Wash., 1905. 2 v. f°. (5), 828 p.; III, 603 p. [3]

*Bureau of Soils.*

- Bulletin. No. 27-35. Wash., 1905-06. 8°. [3]

*Contents.*

- No. 27. McNess, G. T., and Hinson, W. M. Experiments in growing Cuban seed tobacco in Texas.
28. Livingston, B. E., and others. Studies on the properties of an unproductive soil.
29. McNess, G. T., and Massey, G. B. Tobacco investigations in Ohio.
30. Cameron, F. K., and Bell, J. M. The mineral constituents of the soil solution.
31. Schreiner, O., and Failyer, G. H. Colorimetric, turbidity, and titration methods used in soil investigations.
32. — The absorption of phosphates and potassium by soils.
33. Cameron, F. K., and Bell, J. M. Calcium sulphate in aqueous solutions; a contribution to the study of alkali deposits.
34. Dorsey, C. W. Reclamation of alkali soils.
35. — Alkali soils of the United States; a review of literature and summary of present information.
- Field operations of the Bureau of Soils, 1904. 6th report, by Milton Whitney, chief, with accompanying papers by assistants in charge of field parties. Wash., 1905. 8°. Maps and volume of maps. [3]

**United States, continued.***Bureau of Standards.*

- Bulletin. Vol. 1, no. 1-3, v. 2, no. 1-2. Nov. 1904—Nov. 1906, June-Aug. 1906. Wash., 1904-06. 1. 8°. Plates and diagrams. [3]
- Conference on the weights and measures of the United States. [Proceedings, 1st annual meeting], held at the Bureau of Standards, Washington, Jan. 16-17, 1905. Wash., 1905. 1. 8°. 44 p. [3]
- The international metric system of weights and measures. Wash., 1906. 1. 8°. 15 p. Illus. [3]

*Bureau of Statistics.**(Department of Agriculture.)*

- Bulletin. No. 34-42. Wash., 1905-06. 8°. [3]

*Contents.*

- No. 34. Watkins, J. L. The commercial cotton crop of 1903-4.
- 35. Imports of farm and forest products, 1902-04, by countries from which consigned.
- 36. Exports of farm and forest products, 1902-04, by countries to which consigned.
- 37. Trade with noncontiguous possessions in farm and forest products, 1902-04.
- 38. Andrews, F. Crop export movement and port facilities on the Atlantic and Gulf coasts.
- 39. Meat in foreign markets, tariffs of fourteen importing nations and countries of surplus.
- 40. Meat animals and packing-house products imported into eleven principal countries, 1895-1904.
- 41. Norway, Sweden, and Russia as markets for packing-house products. Imports from principal countries, 1895-1904.
- 42. Rubimow, I. M. Russia's wheat surplus; conditions under which it is produced.

Nos. 35-37, 39-41 were prepared by the Division of Foreign Markets.

- Crop Reporter. Vol. 7. May 1905—April 1906. *n.t.p.* [Wash., 1905-06.] 4°. [3]

*(Department of Commerce and Labor, under the jurisdiction of the Department of the Treasury previous to the establishment of this Department in 1903.)*

- Annual review of the foreign commerce of the United States and summary tables of commerce and prices for the year ending June 30, 1901-03. *h.t.p.* [Wash., 1901-03.] 3 v. 4°. [3]

The title, 1902, reads "summary tables of commerce and production."

- Exports of domestic breadstuffs, provisions, cotton and mineral oils from principal customs districts of the United States, July 1905—June 1906. [Bulletin, no. 1-12. Series 1905-06.] Wash., 1905-06. 4°. [3]
- Exports of domestic merchandise from the United States by articles, customs districts and countries, [June 30, 1901—June 30, 1905]. *h.t.p.* [Wash., 1901-06.] 4°. [3]
- Exports of domestic merchandise from the United States by articles and countries during the years ending June 30, 1901-05. Wash., 1906. 4°. (326) p. [3]
- The foreign commerce and navigation of the United States for the year ending June 30, 1905. Wash., 1906. 4°. [3]
- Imports of merchandise into the United States, June 30, 1903-05. Wash., 1904-06. 4°. [3]
- Monthly summary of commerce and finance of the United States for the fiscal year 1906. New series, v. 13. [Series 1905-06.] Wash., 1906. 4°. [3]
- Statistical abstract of the United States, 1905. 28th number. Wash., 1906. 8°. [3]
- Statistical abstract of the world, showing imports and exports of merchandise and precious metals, population, area, debt, currency, stocks of money, etc., of the principal countries of the world. Section 1. Total imports and exports by years. 2. Total imports and exports by countries. Wash., 1904. 4°. (240) p. [3]
- Total values of imports and exports of the United States, Aug. 1905—Oct. 1906. [Wash., 1905-06.] 1. 8° sheets. [3]

**United States, continued.***Census Bureau.*

- Bulletin 25-57. Wash., 1905-06. 4°. [3]  
     There are general title-pages and lists of contents to nos. 1-10 and 11-20.
- Special reports. Benevolent institutions, 1904. Wash., 1905. 4°. 335 p. [3]
- The blind and the deaf, 1900. Wash., 1906. 4°. ix, 264 p. [3]
- Central electric light and power stations, 1902. Prepared under the supervision of W. M. Steuart. Wash., 1905. 4°. ix, 175 p. [3]
- Insane and feeble-minded in hospitals and institutions, 1904. Wash., 1906. 4°. v, 232 p. [3]
- Mortality statistics, 1900-04. Wash., 1906. 4°. 799 p. [3]
- Paupers in almshouses, 1904. Wash., 1906. 4°. v, 210 p. [3]
- Supplementary analysis and derivative tables. Wash., 1906. 4°. xviii, 1144 p. [3]
- Telephones and telegraphs, 1902. Wash., 1906. 4°. xi, 172 p. Plates and map. [3]

*Circuit Courts of Appeals.*

- United States Circuit Courts of Appeals Reports, [1905]. With annotations. Vol. 68-71. St. Paul, 1905-06. 4 v. 8°. [1]

*Civil Service Commission.*

- 22d annual report, June 30, 1905. Wash., 1905. 8°. [3]
- Information for applicants for the railway mail clerk examination. *n.t.p.* [Wash., 1906?] 8°. 12 p. [3]
- Information for applicants for the stenographer and typewriter examination. [Amended April 1906.] *n.t.p.* [Wash., 1906.] 8°. 19 p. [3]
- Manual of examinations. Revised to July 1, 1906. Wash., 1906. 8°. 72 p. [3]

*Coast and Geodetic Survey.*

- Catalogue of charts, coast pilots and tide tables. 1905. Wash., 1905. 4°. 201 p. [3]
- Notice to mariners. No. 321-333. Jan.-Dec. 1905. [Including index.] Wash., 1906. 4°. [3]
- Philippine Islands, notice to mariners. No. 1-8. Jan. 19—Sept. 1, 1906. *n.t.p.* [Manila, P. I., 1906.] 8°. [3]
- Report of the superintendent, showing the progress of the work, June 30, 1905-06. Wash., 1905-06. 2 v. 4°. Folded maps. [3]
- Tide tables for the year 1907. Wash., 1906. 1. 8°. [3]
- United States coast pilot. Atlantic coast. Part 7. From Chesapeake Bay entrance to Key West. 3d ed. Wash., 1906. 1. 8°. 223 p. Folded maps. [3]

*Commission to the Five Civilized Tribes.*

- Report to the Secretary of the Interior for the year ended June 30, 1905. Wash., 1905. 8°. [3]

*Commissioner of Education for Porto Rico.*

- Report to the Secretary of the Interior for the fiscal year ended June 30, 1905. Wash., 1906. 8°. Plates. (59th Cong. 1st sess. Sen. doc., no. 60.) [3]

*Commissioner of the Interior for Porto Rico.*

- Report to the Secretary of the Interior, 1905. Wash., 1905. 8°. (59th Cong. 1st sess. Sen. doc., no. 59.) [3]

*Comptroller of the Currency.*

- Abstract of reports of condition of national banks, Dec. 7, 1905—Sept. 24, 1906. [No. 46-50.] *n.t.p.* [Wash., 1905-06.] 4°. [3]
- Annual report, 1904, v. 2-3; 1905. Wash., 1904-05. 3 v. 8°. [3]

**United States. Comptroller of the Currency, continued.**

- Bulletin. No. 650-709. Changes in the officers and reserve agents of national banks, etc., [Oct. 2, 1905—Nov. 19, 1906]. *n.t.p.* [Wash., 1905-06.] 4°. [3]
- Digest of national bank decisions. 1905. Wash., 1905. 8°. [3]

*Congress.*

- Appropriations, new offices, etc. Statements showing appropriations made during the 1st session, 59th Congress, etc. Prepared by T. P. Cleaves and J. C. Courts. Wash., 1906. 1. 8°. 830 p. (59th Cong. 1st sess. Sen. doc., no. 535.) [3]
- Compiled statutes of the United States. Supplement 1905. Embracing the statutes of the United States of a general and permanent nature enacted since March 4, 1901, and in force March 4, 1905. Incorporating under the headings of the Revised statutes the subsequent laws, with explanatory and historical notes. Compiled by J. A. Mallory. St. Paul, 1905. 1. 8°. xxxii, 893 p. [1]
- Constitution of the United States, Jefferson's manual, the rules, and a digest and manual of the rules and practice of the House of Representatives, 1st session, 59th Congress. Prepared by A. C. Hinds. Wash., 1905. 8°. v, 715 p. [3]
- The Federal statutes annotated. Compiled under the editorial supervision of W. M. McKinney. Vol. 7-10. Northport, N. Y., 1905-06. 4 v. 1. 8°. [1]

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- Vol. 7. Searches—Yachts.
- 8. Constitution: Fundamental documents and general articles.—Notes on article 1. By T. H. Calvert.
- 9. Constitution: Notes on article 2.—Amendment xv.
- 10. Appendix, Jan. 1, 1906.—Tables of statutes.—General index.
- Official congressional directory, [59th Congress, 1st sess.]. Compiled by A. J. Halford. 2d ed. Wash., 1906. 8°. xix, 419 p. Plate and map. [3]
- *Same.* Compiled by A. J. Halford. 3d ed. Wash., 1906. 8°. xix, 416 p. Plate and map. [3]
- Orville Hitchcock Platt, late a Senator from Connecticut. Memorial addresses in the Senate and House of Representatives, [Feb. 28, April 14, 1906]. Wash., 1906. 1. 8°. 134 p. Portrait. (59th Cong. 1st sess. Sen. doc., no. 534.) [3]
- Proceedings before the committee on privileges and elections of the United States Senate in the matter of the protests against the right of Hon. Reed Smoot, a senator from Utah, to hold his seat. Vol. 1-4. Wash., 1906. 4 v. 8°. (59th Cong. 1st sess. Sen. doc., no. 486.) [3]
- Proceedings in Congress upon the acceptance of the statue of Oliver P. Morton, presented by the state of Indiana. Wash., 1900. 1. 8°. 141 p. Portrait. [2]
- Statutes, 1st session, 59th Congress, 1905-06. Wash., 1906. 1 v. in 2. 1. 8°. [3]
- *See* Adams, C. F.; — Haynes, G. H.; — Thompson, C. W.

(56th Congress, 3d session, Dec. 1898—March 1899.)

- House documents. Vol. 58, part 2. Wash., 1904. 4°. [3]

(56th Congress, 2d session, Dec. 1900—March 1901.)

- House documents. Vol. 128-131, 132 part 1-3. Wash., 1906. 5 v. in 7. 8°. [3]

(57th Congress, 2d session, Dec. 1902—March 1903.)

- House documents. Vol. 115. Wash., 1905. 4°. [3]

(58th Congress, 1st session, Nov. 9—Dec. 7, 1903.)

- House reports. *See, forward, 58th Congress, 2d session.*

(58th Congress, 2d session, Dec. 1903—April 1904.)

- Senate documents. Vol. 10, 27, 29-31. Wash., 1905. 4 v. 8°, 1 v. 4°. [3]
- House documents. Vol. 35, 44-50, 64, 75, 87, 106, 118-120. Wash., 1904-05. 4 v. 4°, 1 v. in 3. 1. 8°, 10 v. 8°. [3]
- House reports, 1st-2d session. Vol. 8. [Wash., 1904.] 8°. [3]



**United States. Congress, continued.**

(58th Congress, 3d session, Dec. 1904—March 1905.)

- Senate documents. Vol. 1-17. Wash., 1904-05. 13 v. 8°, 1 v. 4°, 3 v. 1. 8°. [3]
- Senate reports. Vol. 1-5. Wash., 1905. 5 v. 8°. [3]
- House documents. Vol. 4-5, 8-9, 12-15, 17-59, 61-101, 104-108, 110-121. Wash., 1905. 89 v. 8°, 14 v. 4°, 1 v. sm. 4°, 5 v. 1. 8°. [3]
- House reports. Vol. 1-3. Wash., 1905. 3 v. 8°. [3]

**Constitution.**

- See Johnson, R.;—Stearns, C. W.;—Townsend, E. W.;—also, back, *Bureau of Rolls and Library*; forward, *Library of Congress*.

**Consuls.**

- Daily consular and trade reports, June 1, 1905—Oct. 31, 1906. No. 2272-2706. *n.t.p.* [Wash., 1905-06.] 8°. [3]  
Called "Daily consular reports" previous to no. 2310.
- Monthly consular and trade reports, July 1905—Nov. 1906. No. 298-314. Wash., 1905-06. 17 v. 8°. [3]
- Special consular reports. Vol. 37-38. Wash., 1905. 2 v. 8°. [3]

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Vol. 37. Machine-made lace industry in Europe, Calais, Plauen, St. Gall, Nottingham.  
38. Insurance in foreign countries.

- See Hinckley, F. E.;—University of Pennsylvania. Publ. Series in political economy and public law, no. 18.

**Continental Congress.**

- Journals, 1774-89. Ed. from the original records in the Library of Congress by W. C. Ford, chief, Division of Manuscripts. Vol. 4-6. Wash., 1906. 3 v. 1. 8°. [3]

**Contents.**

Vol. 4. Jan. 1—June 4, 1776.  
5. June 5—Oct. 8, 1776.  
6. Oct. 9—Dec. 31, 1776.

**Court of Claims.**

- Cases decided in the Court of Claims of the United States at the term of 1904-5, with abstracts of decisions of the Supreme Court in appealed cases, Oct. 1904—May 1905. Reported by C. C. Nott and Archibald Hopkins. Vol. 40. Wash., 1905. 8°. [1]
- [Proceedings of a meeting of the members of the bar of the Court of Claims to take action upon the death of Judge] Lawrence Weldon, 1829-1905. *A.t.p.* [1905.] 8°. 48 p. [3]
- See Ralston, J. H., and Siddons, F. L.

**Courts.**

- See American and English Annotated Cases, v. 1-3;—American Bankruptcy Reports, v. 14-16;—American Digest, 1905;—American Negligence Cases, v. 16;—American Negligence Reports, v. 18-19;—Case Law and Index;—Lawyers' Co-operative Publishing Company;—Railroad Reports, v. 38-42.

**Declaration of Independence.**

- See Hazleton, J. H.

**Department of Agriculture.**

- Farmers' bulletin. No. 227-265. Wash., 1905-06. 8°. Plates and illus. [3]

**Contents.**

No. 227. Experiment station work, 30.  
228. Clothier, G. L. Forest planting and farm management.  
229. Hartley, C. P. The production of good seed corn; with an appendix on selection and care of seed corn, by H. J. Webber.

**United States. Department of Agriculture. Farmers' bulletin, continued.**

- No. 230. **Palmer, T. S., and others.** Game laws for 1905. A summary of the provisions relating to seasons, shipment, sale and licenses.
231. **Orton, W. A.** Spraying for cucumber and melon diseases.
232. **Beattie, W. R.** Okra: its culture and uses.
233. Experiment station work, 31.
234. **Langworthy, C. F.** The guinea fowl and its use as food.
235. **Wormeley, P. L., Jr.** Cement mortar and concrete: preparation and use for farm purposes.
236. **Wood, E. H.** Incubation and incubators.
237. Experiment station work, 32.
238. **Holfs, P. H.** Citrus fruit growing in the Gulf States.
239. **Cushman, A. S.** The corrosion of fence wire.
240. **Kellerman, K. F., and Robinson, T. R.** Inoculation of legumes.
241. **Webster, E. H.** Butter making on the farm.
242. **Spillman, W. J.** An example of model farming.
243. **Walte, M. B.** Fungicides and their use in preventing diseases of fruits.
244. Experiment station work, 33.
245. **Spillman, W. J.** Renovation of worn-out soils.
246. **Ball, C. E.** Saccharine sorghums for forage.
247. **Marlatt, C. L., and Orton, W. A.** The control of the codling moth and apple scab.
248. **Corbett, L. C.** The lawn.
249. **Woods, C. D., and Snyder, H.** Cereal breakfast foods.
250. **Swingle, W. T.** The prevention of stinking smut of wheat and loose smut of oats.
251. Experiment station work, 36.
252. **Hubbard, W. F.** Maple sugar and sirup.
253. **Duvel, J. W. T.** The germination of seed corn.
254. **Corbett, L. C.** Cucumbers.
255. **Beattie, W. R.** The home vegetable garden.
256. **Parlon, M.** Preparation of vegetables for the table.
257. **Whitney, M.** Soil fertility. An address before the Rich Neck Farmers' Club of Queen Anne County, Md.
258. **Mehler, J. H.** Texas or tick fever and its prevention.
259. Experiment station work, 35.
260. **Brown, E., and Hillman, F. H.** Seed of red clover and its impurities.
261. **Mayer, A.** The cattle tick in its relation to southern agriculture.
262. Experiment station work, 36.
263. **Fortier, S.** Practical information for beginners in irrigation.
264. **Howard, L. O.** The brown-tail moth and how to control it.
265. **Palmer, T. S., and Williams, R. W., Jr.** Game laws for 1906. A summary of the provisions relating to seasons, shipment, sale and licenses.

— Yearbook, 1904-05. Wash., 1905-06. 2 v. 8°. Portraits, maps and plates. [3]

*(Biological Survey.)*

— Bulletin. No. 21-23. Wash., 1905. 8°. Plates and illus. [3]

*Contents.*

- No. 21. **Judd, S. D.** The bobwhite and other quails of the United States in their economic relations.
22. **Bailey, V.** Birds known to eat the boll weevil.
23. **McAtee, W. L.** The horned larks and their relation to agriculture.
- North American fauna. No. 25. Wash., 1905. 8°. Plates and folded maps. [3]

*Contents.*

- No. 25. **Bailey, V.** Biological survey of Texas. Life zones, with characteristic species of mammals, birds, reptiles, and plants. Reptiles, with notes on distribution. Mammals, with notes on distribution, habits, and economic importance.

*(Division of Entomology.)*

— Bulletin. No. 45. Wash., 1904. 8°. 116 p. Plates. [3]

*Contents.*

- No. 45. **Hunter, W. D., and Hinds, W. E.** The Mexican cotton boll weevil.
- Report of the Entomologist, 1903. By L. O. Howard. Wash., 1903. 8°. [3]
- See also, back, Bureau of Entomology.

*(Division of Publications.)*

— Monthly list of publications [of the Department], Sept. 1903—Oct. 1906. n.t.p. [Wash., 1903-06.] 8°. [3]

*(Library.)*

— Bulletin. No. 55-59. Wash., 1905-06. 8°. [3]

*Contents.*

- No. 55. Catalogue of publications relating to entomology in the Library of the Department of Agriculture.
- 56-59. Accessions to the Library, April 1905—March 1906.

**United States. Department of Agriculture, continued.***(Office of Experiment Stations.)*

- Annual report [including a report on the work and expenditures of the agricultural experiment stations of the United States], June 30, 1903-05. Wash., 1904-06. 3 v. 8°. Plates. [3]
- Bulletin. No. 119, no. 1-4, 153-172. Wash., 1901-06. 8°. Plates. [3]

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- No. 119. Part 1-4. **Teele, R. P.** Report of irrigation investigations. 1901.
- 153. **Association of American Agricultural Colleges and Experiment Stations.** Proceedings, 18th annual convention, Des Moines, Ia., Nov. 1-3, 1904.
- 154. **American Association of Farmers' Institute Workers.** Proceedings, 9th annual meeting, St. Louis, Mo., Oct. 18-20, 1904.
- 155. **Hamilton, J.** Agricultural instruction for adults in the British Empire.
- 156. **Snyder, H.** Studies on the digestibility and nutritive value of bread and of macaroni at the University of Minnesota. 1903-06.
- 157. **Teele, R. P., and Mead, E.** Water rights on interstate streams: the Platte River and tributaries. Results of investigation, [by] R. P. Teele. Water rights within the states, [by] Elwood Mead.
- 158. **Teele, R. P., and others.** Annual report of irrigation and drainage investigations, 1904.
- 159. **Oshima, K.** A digest of Japanese investigations on the nutrition of man.
- 160. **Galloway, B. T.** School gardens: a report upon some co-operative work with the normal schools of Washington, with notes on school-garden methods followed in other American cities.
- 161. Organization lists of the agricultural colleges and experiment stations in the United States. Dec. 1905.
- 162. **Grindley, H. S., and Emmett, A. D.** Studies on the influence of cooking upon the nutritive value of meats at the University of Illinois. 1903-04.
- 163. **Hamilton, J.** Agricultural instruction for adults in continental countries.
- 164. **Association of American Agricultural Colleges and Experiment Stations.** Proceedings, 19th annual convention, Washington, D. C., Nov. 14-16, 1905. Ed. by A. C. True, [and others].
- 165. **American Association of Farmers' Institute Workers.** Proceedings, 10th annual meeting, Washington, D. C., Nov. 9-11, 1905. Ed. by W. H. Reel, [and others].
- 166. **Van Slyke, L. L.** Course in cheese making for movable schools of agriculture.
- 167. **Bowie, A. J., Jr.** Irrigation in the North Atlantic States.
- 168. **Teele, R. P.** The state engineer and his relation to irrigation.
- 169. **Georgeson, C. C.** Report on agricultural investigations in Alaska, 1905.
- 170. **Smith, J. G.** Report on agricultural investigations in Hawaii, 1905.
- 171. **May, D. W.** Report on agricultural investigations in Porto Rico, 1905.
- 172. **Fortier, S., and others.** Irrigation in Montana.

- *Same.* No. 135, revised. Wash., 1905. 8°. 35 p. [3]

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- No. 135. **Hamilton, J.** Legislation relating to farmers' institutes in the United States.
- Experiment Station Record. Vol. 17. 1905-06. Wash., 1906. 8°. [3]
- Farmers' institute lecture. No. 4-6. Wash., 1905. 8°. [3]

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- No. 4. **Mumford, F. B.** Syllabus of illustrated lecture on profitable cattle feeding.
- 5. **Soule, A. M.** Syllabus of illustrated lecture on silage and silo construction for the South.
- 6. **Thorne, C. E.** Syllabus of illustrated lecture on essentials of successful field experimentation.
- Report of the director, 1903-05. By A. C. True. Wash., 1903-05. 8°. [3]

*Department of Commerce and Labor.*

- Commercial relations of the United States with foreign countries during the year 1903, v. 2; 1904. Wash., 1904-05. 2 v. 8°. [3]
- Decision. No. 1-70, 72-110. July 9, 1903-Oct. 10, 1904, Oct. 14, 1904-Oct. 4, 1906. *n.t.p.* [Wash., 1903-06.] 8°. [3]
- Department circular. No. 1-12, 14-15, 20-82, 84-93, 95-132. July 1, 1903-Oct. 19, 1906. *n.t.p.* [Wash., 1903-06.] 4°. [3]
- Report on trade conditions in Cuba. By C. M. Pepper, special agent. Wash., 1906. 8°. 45 p. [3]
- Report on trade conditions in Mexico. By C. M. Pepper, special agent. Wash., 1906. 8°. 40 p. [3]

**United States, continued.***Department of the Interior.*

- Annual reports, June 30, 1905. [3 vols.] Wash., 1905. 3 v. 8°. [3]

*Namely.*

Secretary of the Interior and bureau officers, etc.  
Indian affairs, part 1.  
Miscellaneous reports: Governors of territories, etc.

- Decisions of the Department of the Interior and General Land Office in cases relating to public lands, Jan. 1, 1903—June 30, 1906. Vol. 32-34. Ed. by S. V. Proudft and G. J. Hesselman. Wash., 1904-06. 3 v. 8°. [3]
- Decisions of the Department of the Interior in appealed pension and bounty-land claims; also a table of cases reported, cited, overruled, and modified, and of statutes cited and construed. Vol. 12, 16. Ed. by J. W. Bixler. Wash., 1902-06. 2 v. 8°. [3]
- Digest of decisions in appealed pension and bounty-land claims; also a table of cases reported, cited, overruled, and modified, and of statutes cited and construed, contained in vols. 9-15, inclusive, of the pension decisions, with annotations. [1897-1905.] By E. B. Payne. Wash., 1905. 8°. 498 p. [3]
- Official register of the United States, containing a list of the officers and employees in the civil, military and naval service, with a list of vessels belonging to the United States, July 1, 1905. Compiled by [E. M. Dawson]. Wash., 1905. 2 v. 1. 8°. [3]

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- Vol. 1. Legislative, executive and judicial.
- 2. The Post Office and the postal service.

- Register, containing appointees of the President and of the Secretary of the Interior, July 1906. Wash., 1906. 8°. [3]
- Report of the clerk in charge of documents to the Secretary of the Interior for the year ended June 30, 1905. Wash., 1905. 8°. [3]
- Report of the Secretary of the Interior for the fiscal year ended June 30, 1905. Wash., 1905. 8°. [3]

Without accompanying documents.

*Department of the Navy.*

- General court-martial order. No. 1-129. Jan. 5—Dec. 30, 1905. *n.t.p.* [Wash., 1905.] 12°. [3]
- General order. No. 181-188. March 17—June 21, 1905. *n.t.p.* [Wash., 1905.] 12°. [3]
- List and station of the commissioned and warrant officers of the navy and of the Marine Corps on the active list, and officers on the retired list employed on active duty, July 1, 1906. Wash., 1906. 8°. [3]
- Register of the commissioned and warrant officers of the navy of the United States and of the Marine Corps, Jan. 1, 1905-06. Wash., 1905-06. 8°. [3]
- Regulations governing the uniform of commissioned officers, warrant officers and enlisted men of the navy, 1905, [with changes in uniform regulations no. 1, Feb. 7, 1906]. With plates. Wash., 1905-[06]. 8°. 54, (3) p. [3]
- Special order. No. 67-70, 72-80. Jan. 7—Feb. 28, April 22—July 3, 1905. *n.t.p.* [Wash., 1905.] 12°. [3]
- *Same.* No. 1-5. Aug. 10—Dec. 19, 1905. *n.t.p.* [Wash., 1905.] 12°. [3]

*(Library.)*

- Accessions to the Navy Department Library, July-Dec. 1905. [No. 17.] Wash., 1906. 8°. [3]

*Department of the Post Office.*

- Daily bulletin of orders affecting the postal service. Vol. 26, no. 7573-7875. Jan. 3—Dec. 30, 1905. Wash., 1905. f° sheets. [3]

**United States. *Department of the Post Office, continued.***

- Schedule of steamers appointed to convey the United States mails to foreign countries during the month of Oct. 1905—Nov. 1906. [Wash., 1905-06.] Broad-sides. [3]
- United States official postal guide. 2d series. Vol. 27. 1905. Albany, [1905]. 12°. [1]
- *Same*. Vol. 28, no. 1-7, 9-12, Jan.—July, Sept.—Dec. 1906. Albany, [1906]. 12°. [1]
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***Department of State.***

- Diplomatic list, Oct. 1905—Nov. 1906. [Wash., 1905-06.] 24°. [3]
- A list of books, pamphlets and maps received at the library of the Department, July 1—Dec. 31, 1905. New series no. 32. [Wash., 1906.] sm. 4°. [3]

***Department of the Treasury.***

- Annual report of the Auditor for the Interior Department, June 30, 1901-06. Wash., 1901-06. 8°. [3]
- Annual report of the Register of the Treasury, June 30, 1905-06. Wash., 1905-06. 8°. [3]
- 28th annual report of the Treasurer on the sinking fund and funded debt of the District of Columbia, June 30, 1905. Wash., 1905. 8°. [3]
- Decisions of the Comptroller of the Treasury. Vol. 11-12. July 1, 1904—June 30, 1906. Wash., 1905-06. 2 v. 8°. [3]
- Department circular. No. 1-5, 7-111, 113-120. [1905.] *n.t.p.* [Wash., 1905.] 4°. [3]

Circular no. 69 is numbered 68.

- Monthly statement. Paper currency of each denomination outstanding Sept. 30, 1905—Oct. 31, 1906. [Wash., 1905-06.] obl. 24° sheets. [3]
- Statement of the funded indebtedness of the District of Columbia and late corporation of Washington, Dec. 31, 1905, March 31, June 30, Sept. 29, 1906. [Wash., 1905-06.] Broad-sides. [3]
- Treasury decisions under customs and other laws. Vol. 9-11. Jan. 1905—June 1906. Wash., 1905-06. 3 v. 8°. [3]

***(Division of Bookkeeping and Warrants.)***

- Combined statement of the receipts and disbursements, apparent and actual, of the United States for the fiscal year ended June 30, 1906. *h.t.p.* [Wash., 1906.] 4°. 70 p. [3]
- Comparative statement of the receipts and expenditures of the United States, Oct. 2, 1905—Nov. 1, 1906. [Wash., 1905-06.] obl. 8° sheets. [3]
- Digest of appropriations for the support of the government for the fiscal year ending June 30, 1903-07, and on account of deficiencies for prior years. Wash., 1902-06. 5 v. 4°. [3]
- Statement of balances, appropriations and expenditures of the government for the fiscal year ended June 30, 1905. Wash., 1905. 4°. 127 p. [3]
- Statement of the public debt and of the cash in the treasury of the United States, Sept. 1905—Oct. 1906. [Wash., 1905-06.] 1° sheets. [3]
- Statement of the United States Treasury, Sept. 1905—Oct. 1906. *n.t.p.* [Wash., 1905-06.] 4°. [3]

***(Division of Customs.)***

- Reappraisement of merchandise by U. S. general appraisers, [Aug. 7, 1905—Oct. 8, 1906]. No. 1267-1469. *n.t.p.* [Wash., 1905-06.] 4°. [3]
- *Same*. Index, July 1—Dec. 31, 1905, Jan. 1—June 30, 1906. *n.t.p.* [Wash., 1905-06.] 4°. [3]

**United States. Department of the Treasury, continued.***(Division of Loans and Currency.)*

- Caveat list of United States registered bonds, Oct. 1, 1905–Nov. 1, 1906. [Wash., 1905–06.] f° sheets. [3]
- Circulation statement, Oct. 1, 1905–June 1, 1906, Aug. 1, 1906, Oct. 1–Nov. 1, 1906. [Wash., 1905–06.] obl. 8° sheets. [3]

*Department of War.*

- Annual report of the Chief of Staff, U. S. army, 1905. Wash., 1905. 8°. [3]
- Annual report of the Secretary of War, 1905. *h.t.p.* [Wash., 1905.] 8°. iv, 355 p. [3]

Without reports of subordinate officers.

- General orders and circulars, 1905. Wash., 1906. 12°. [3]

*District Court.**(Massachusetts District.)*

- List of bankrupts in the district of Massachusetts. Compiled under the direction of the clerk of the U. S. District Court, Mass. District. From Aug. 1, 1898, to July 31, 1905, nos. 1 to 10476, Law of 1898, giving status of each case at the last date. Boston, 1905. 1. 8°. 271 p. [1]

*District Court for the District of Porto Rico.*

- Porto Rico Federal reports. [1900–04.] Vol. 1. Rochester, N. Y., 1906. 8°. [3]

*Engineer School, United States Army Washington, D. C.*

- Occasional papers. No. 1–22. Wash., 1903–06. 8°. [3]

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- No. 1. **Potes**, —. Impressions of a company commander. Tr. by J. R. Williams, [and others]. Revised ed.
2. **Wooden**, W. F. The improvement of the Mississippi River between Saint Louis and Cairo.
3. **Lefebvre**, —. Military landscape sketching. Tr. by W. V. Judson. [2d ed.]
4. **Borneo**, —. The destruction of obstacles in campaign. Tr. from the French by Edward Burr. [2d ed.]
5. **Cables**, W. G. Report upon the construction of the Calamba-Batangas Road, Luzon, P. I.
6. **Leach**, S. S. Report upon the operations of the 1st battalion of engineers in connection with the maneuvers at Fort Riley, Kan., Sept.–Oct. 1902.
7. — Historical sketch of the 1st battalion of engineers during its tour abroad.
8. — Reports, 1st battalion of engineers at the maneuvers at Fort Riley, Kan., 1903.
9. **Bower**, N. E. Report upon survey of maneuver grounds at West Point, Ky., Aug. 1903.
10. **Biddle**, W. S. Instructions for the use of steel pontoons and half-pontoons for cavalry in the German army. [Tr. by H. F. Hodges.]
11. Reprints of essays and lectures on coast defence. By O. G. Vereker, [and others].
12. **Mondestr**, S. P. de. Notes on intrenching tools. Tr. by G. B. Pillsbury.
13. **Waldron**, A. E., and **Hall**, J. M. Remarks on search-light projectors for coast defense service.
14. **Abbot**, H. L. Early days of the Engineer School of Application.
15. **Miller**, A. M. Water supply of Washington, D. C.
16. Historical papers relating to the Corps of Engineers and to engineer troops of the United States army, by A. A. Humphreys, [and others].
17. Organization of engineer troops. Tr. of paper on The effect of limiting the service of engineer troops in the French army to two years. Tr. by W. D. A. Anderson.
18. **Porter**, C. F. A brief history of works erected for the defense of Portland, Me.
19. Russian provisional fortifications. A translation of a series of studies by Russian officers, by E. J. Dent, and G. R. Spalding.
20. **Sewell**, J. S. Improved methods of building construction, being a lecture before a class in insurance engineering at Yale University, March 27, 1905.
21. **Townsend**, C. M. Remarks upon the harbor construction now in progress at the port of Manila, P. I., in reply to a criticism by E. L. Navarro.
22. **Burgess**, H. Attacks of the heligrammite on white oak submerged in fresh water. Observations secured while repairing dam no. 1 Barren River, Ky., the oak timbers of which had been destroyed by this insect.

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- Bulletin. No. 62–69, 73. Wash., 1905–06. 8°. Plates, folded maps and illus. [3]

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- No. 62. Grazing on the public lands. Extracts from the report of the Public Lands Commission.
63. **Spring**, S. N. The natural replacement of white pine on old fields in New England.

**United States. Forest Service. Bulletin, continued.**

- No. 64. **Seem, R.** Loblobly pine in eastern Texas, with special reference to the production of cross-ties.
65. **Clothier, G. L.** Advice for forest planters in Oklahoma and adjacent regions.
66. **Kellogg, E. S.** Forest belts of western Kansas and Nebraska.
67. Forest reserves in Idaho.
68. **Reed, F. W.** A working plan for forest lands in central Alabama.
69. **Cooper, A. W.** Sugar pine and western yellow pine in California.
78. **Braniff, E. A.** Grades and amount of lumber sawed from yellow poplar, yellow birch, sugar maple and beech.
- Classified list of publications available for distribution, March 10, 1906. *n.t.p.* [Wash., 1906.] narrow 12°. (4) p. [3]
- Same. March 30, 1906. *n.t.p.* [Wash., 1906.] narrow 12°. (4) p. [3]
- Field programme, July 1905—March 1906, May 1906, Aug.—Nov. 1906. *n.t.p.* [Wash., 1905-06.] 8°. [3]
- Forest planting leaflet. No. 7-23. *n.t.p.* [Wash., 1906?] 8°. Illus. [3]
- List of publications available July 1, 1905—Jan. 24, 1906. *n.t.p.* [Wash., 1905-06.] narrow 12°. [3]
- The dates of the various issues are as follows: July 1, Aug. 1, Oct. 1, Nov. 1, 22, Dec. 15, 1905, Jan. 24, 1906.
- Press bulletin. No. 83-140. Sept. 27, 1905—Oct. 16, 1906. [Wash., 1905-06.] 12°, 8°, 4°. Sheets. [3]
- Rate schedules. Tables of grazing fees for the national forest reserves, 1906. *n.t.p.* [Wash., 1906.] narrow 16°. 27 p. [3]
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- The use book. Regulations and instructions for the use of national forest reserves. Wash., 1906. narrow 16°. 208 p. [3]
- See also, back, *Bureau of Forestry*.

**Freedmen's Hospital.**

- Report to the Secretary of the Interior, June 30, 1905-06. Wash., 1905-06. 8°. [3]

**General Land Office.**

- Report of the Commissioner of the General Land Office to the Secretary of the Interior, June 30, 1905-06. Wash., 1905-06. 8°. [3]

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**Geological Survey.**

- 26th annual report of the director, 1904-5. Wash., 1905. 1. 8°. Maps. [3]
- Bulletin. No. 243, 247, 251, 256-257, 262-263, 265-278, 280-282, 288, 290-291. Wash., 1905-06. 27 v. and pm. 8°. [3]

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- No. 243. **Eckel, E. C.** Cement materials and industry of the United States.
247. **Moffit, F. H.** The Fairhaven gold placers, Seward peninsula, Alaska.
251. **Primble, L. M.** The gold placers of the Fortymile, Birch Creek, and Fairbanks regions, Alaska.
256. **Strome, E. W.** Mineral resources of the Elders Ridge quadrangle, Pennsylvania.
257. **Stanton, T. W., and Hatcher, J. B.** Geology and paleontology of the Judith River beds; with a chapter on the fossil plants by F. H. Knowlton.
262. **Clarke, F. W., and others.** Contributions to mineralogy from the Geological Survey.
263. **Purinton, C. W.** Methods and costs of gravel and placer mining in Alaska.
265. **Fenneman, N. M.** Geology of the Boulder district, Colorado.
266. **Cragin, F. W.** Paleontology of the Malone Jurassic formation of Texas; with stratigraphic notes on Malone Mountain and the surrounding region near Sierra Blanca, Texas.
267. **Bain, H. F., and Ulrich, E. O.** The copper deposits of Missouri.
268. **Bagg, R. M.** Miocene foraminifers from the Monterey shale of California, with a few species from the Tejon formation.
269. **Praeger, J. H.** Corundum and its occurrence and distribution in the United States. A revised and enlarged ed. of bulletin no. 180.
270. **Hobbs, W. H.** The configuration of the rock floor of greater New York.
271. **Weeks, F. B.** Bibliography and index of North American geology, paleontology, petrology and mineralogy for the year 1904.
272. **Dale, T. N.** Taconic physiography.
273. **Alden, W. C.** The drumlins of southeastern Wisconsin: preliminary paper.
274. **Gannett, H.** A dictionary of altitudes in the United States. 4th ed.
275. **Dale, T. N., and others.** Slate deposits and slate industry of the United States.
276. **Gannett, S. S.** Results of primary triangulation and primary traverse, fiscal year 1904-5.

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278. Collier, A. J. Geology and coal resources of the Cape Lisburne region, Alaska, by A. J. Collier.

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281. Gannett, S. S., and Baldwin, D. H. Results of spirit leveling in the state of New York, 1896-1905.

282. Fenneman, N. M. Oil fields of the Texas-Louisiana gulf coastal plain.

283. Gannett, S. S., and Baldwin, D. H. Results of spirit leveling in Pennsylvania, 1898-1905.

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 127. Sundance, Wyoming-South Dakota.  
 128. Aladdin, Wyoming-South Dakota-Montana.  
 129. Clifton, Ariz.  
 130. Rico, Col.  
 131. Needle Mountains, Col.  
 132. Muscogee, Indian Territory.  
 133. Ebensburg, Pa.  
 134. Beaver, Pa.  
 135. Nepesta, Col.  
 136. St. Marys, Maryland-Virginia.  
 137. Redding, Cal.  
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- No. 34. **Alden, W. C.** The Delavan lobe of the Lake Michigan glacier of the Wisconsin stage of glaciation and associated phenomena.
  - 36. **Ulrich, E. O., and Smith, W. S. T.** The lead, zinc and fluor spar deposits of western Kentucky.
  - 37. **Ayres, H. B., and Ashe, W. W.** The southern Appalachian forests.
  - 38. **Boutwell, J. M.** Economic geology of the Bingham Mining District, Utah; with a section on areal geology, by Arthur Keith; and introduction on general geology, by S. F. Emmons.
  - 40. **Hyatt, A., and Smith, J. P.** The triassic cephalopod genera of America.
  - 41. **Mendenhall, W. C.** Geology of the central Copper River region, Alaska.
  - 42. **Sparr, J. E.** Geology of the Tonopah Mining district, Nevada.
  - 43. **Lindgren, W.** The copper deposits of the Clifton-Morenci district, Arizona.
  - 44. **Venatch, A. C., and others.** Underground water resources of Long Island, N. Y.
  - 45. **Brooks, A. H.** The geography and geology of Alaska, a summary of existing knowledge; with a section on climate, by Cleveland Abbe, Jr., and a topographic map and description thereof, by R. U. Goode.
  - 47. **Arnold, B.** The tertiary and quaternary peatens of California.
  - 48. **Farker, F. W., and others.** Report on the operations of the coal-testing plant of the Geological Survey at the Louisiana Purchase Exposition, St. Louis, Mo., 1904. Part 1. Field work, classification of coals, chemical work. 2. Boiler tests. 3. Producer-gas, coking, briquetting, and washing tests.
  - 49. **Ashley, G. H., and Glenn, L. C.** Geology and mineral resources of part of the Cumberland Gap coal field, Kentucky.
  - 50. **Calhoun, F. H. H.** The Montana lobe of the Keewatin ice sheet.
- Nos. 34, 50, form Series B, Descriptive geology, 48, 79; no. 36, Series A, Economic geology, 46; B, Descriptive geology, 58; C, Systematic geology and paleontology, 71; nos. 38, 41-43, 46, Series A, Economic geology, 47-48, 56-57, 64; B, Descriptive geology, 59-60, 65, 68, 78; no. 37, Series H, Forestry, 12; nos. 40, 47, Series C, Systematic geology and paleontology, 74, 76; no. 44, Series B, Descriptive geology, 71; O, Underground waters, 89; no. 43, Series A, Economic geology, 62; E, Chemistry and physics, 47; no. 45, Series B, Descriptive geology, 75; F, Geography, 46.

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- 120. **Fuller, M. L.** Bibliographic review and index of papers relating to underground waters published by the Geological Survey, 1879-1904.
- 121. **Leighton, M. O.** Preliminary report on the pollution of Lake Champlain.
- 122. **Johnson, D. W.** Relation of the law to underground waters.
- 123. **Keyes, C. K.** Geology and underground water conditions of the Jornada del Muerto, N. M.
- 124-135. Report of progress of stream measurements for the calendar year 1904. Part 1. Atlantic coast of New England drainage, by H. K. Barrows and J. C. Hoyt. 2. Hudson, Passaic, Raritan, and Delaware River drainages, by R. E. Horton, [and others]. 3. Susquehanna, Patuxent, Potomac, James, Roanoke, Cape Fear, and Yadkin River drainages, by N. C. Grover and J. C. Hoyt. 4. San-tee, Savannah, Ogeechee, and Altamaha Rivers and eastern Gulf of Mexico drainages, by M. E. Hall and J. C. Hoyt. 5. Eastern Mississippi River drainage, by M. E. Hall, [and others]. 6. Great Lakes and St. Lawrence River drainage, by R. E. Horton, [and others]. 7. Hudson Bay, Minnesota, Wap- pincon, Iowa, Des Moines, and Missouri River drainages, by C. C. Babb and J. C. Hoyt. 8. Platte, Kansas, Meramec, Arkansas, and Red River drainages, by M. C. Hinderlider and J. C. Hoyt. 9. Western Gulf of Mexico and Rio Grande drainages, by T. W. Taylor and J. C. Hoyt. 10. Colorado River and the great basin drainage, by M. C. Hinderlider, [and others]. 11. The great basin and Pacific Ocean drainage in California, by W. B. Clapp. 12. Columbia River and Puget Sound drainage, by D. W. Ross, [and others.]
- 126. **Lee, W. T.** Underground waters of Salt River Valley, Arizona.
- 127. **Mendenhall, W. C.** Development of underground waters in the eastern coastal plain region of southern California.
- 128. — Development of underground waters in the central coastal plain region of southern California.
- 129. — Development of underground waters in the western coastal plain region of southern California.
- 140. **Slichter, C. S.** Field measurements of the rate of movement of underground waters.
- 141. — Observations on the ground waters of Rio Grande Valley.

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- No. 142. **Mendenhall, W. C.** The hydrology of San Bernardino Valley, Cal.  
 143. **Quinton, J. H.** Experiments on steel-concrete pipes on a working scale.  
 144. **Jackson, D. D.** The normal distribution of chlorine in the natural waters of New York and New England.  
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 147. **Murphy, E. C.** Destructive floods in the United States in 1904.  
 148. **Gould, C. N.** Geology and water resources of Oklahoma.  
 149. **Darton, N. H.** Preliminary list of deep borings in the United States. 2d ed., with additions.  
 150. **Horton, R. E.** Weir experiments, coefficients and formulas.  
 151. **Leighton, M. O.** Field assay of water.  
 152. **Goodell, E. B.** A review of the laws forbidding pollution of inland waters in the United States. 2d ed.  
 153. **Slichter, C. S.** The underflow in Arkansas Valley in western Kansas.  
 154. **Gould, G. N.** The geology and water resources of the eastern portion of the panhandle of Texas.  
 155. **Veatch, A. C.** Fluctuations of the water level in wells, with special reference to Long Island, N. Y.  
 156. **Smith, L. S.** Water powers of northern Wisconsin.  
 157. **Richardson, G. B.** Underground water in the valleys of Utah Lake and Jordan River, Utah.  
 158. **Fisher, C. A.** Preliminary report on the geology and underground waters of the Roswell artesian area, New Mexico.  
 163. **Fuller, M. L., and others.** Bibliographic review and index of underground-water literature published in the United States in 1905.  
 165-171, 173, 176, 178. Report of progress of stream measurements for the calendar year 1905. Part I. Atlantic coast of New England drainage, by H. K. Barrows and J. C. Hoyt. 2. Hudson, Passaic, Karitan and Delaware River drainages, by R. E. Horton, [and others]. 3. Susquehanna, Gunpowder, Patapsco, Potomac, James, Roanoke and Yadkin River drainages, by R. C. Grover and J. C. Hoyt. 4. Santee, Savannah, Ogeechee, and Altamaha Rivers and eastern Gulf of Mexico drainages, by M. R. Hall and J. C. Hoyt. 5. Ohio and lower eastern Mississippi River drainages, by M. R. Hall, [and others]. 6. Great Lakes and St. Lawrence River drainages, by R. E. Horton, [and others]. 7. Hudson Bay and upper eastern and western Mississippi River drainages, by F. W. Hanna and J. C. Hoyt. 9. Meramec, Arkansas, Red, and lower western Mississippi River drainages, by M. C. Hinderlider, [and others]. 12. The Great Basin drainage, by M. C. Hinderlider, [and others]. 14. Columbia River and Puget Sound drainages, by D. W. Ross, [and others].

Papers nos. 119, 124-135, 165-168, 170-171, 173, 176, 178, form Series P, Hydrographic progress, 28-47, 49, 52, 54; nos. 120, 122, 137-140, 142, 145, 149, 155, 163, Series O, Underground waters, 34-35, 40-43, 45-46, 48, 52, 59; nos. 121, 144, 151-162, Series L, Quality of water, 9-12; no. 136, Series B, Descriptive geology, 57; K, Pumping water, 10; O, Underground waters, 37; nos. 141, 153, Series K, Pumping water, 11-12; O, Underground waters, 44, 50; no. 143, Series I, Irrigation, 18; no. 146, Series I, Irrigation, 19; J, Water storage, 12; nos. 123, 148, 157-158, Series B, Descriptive geology, 66, 72, 86, 88; O, Underground waters, 36, 47, 53-54; nos. 147, 150, Series M, General hydrographic investigations, 15-16; no. 156, Series N, Water power, 11; no. 184, Series B, Descriptive geology, 81; I, Irrigation, 20; O, Underground waters, 51.

*(Division of Mining and Mining Resources.)*

- Clay products of the United States, 1904, with corresponding totals for 1903. Jefferson Middleton, statistician. [Wash., 1904.] Broadside. [3]
- Mineral products of the United States, calendar years, 1893-1904. [Wash., 1904.] Broadside. [3]
- Mineral resources of the United States, 1904. Wash., 1905. 8°. [3]

*Government Hospital for the Insane.*

- Report to the Secretary of the Interior, June 30, 1905-06. Wash., 1906-06. 8°. [3]

*Historical Commission.*

- See Case, etc.

*Hydrographic Office.*

- Hydrographic bulletin. No. 801-852. Jan. 4—Dec. 27, 1905. Wash., 1906. Broadside. [3]
- Notices to mariners. [52 nos.] 1905. Wash., 1906. 8°. [3]

*Indian Inspector for the Indian Territory.*

- Report to the Secretary of the Interior for the year ended June 30, 1905. Wash., 1905. 8°. [3]

*Inter-Departmental Board on Wireless Telegraphy.*

- Wireless telegraphy. Report of the Inter-Departmental Board appointed by the President to consider the entire question of wireless telegraphy in the service of the national government. Wash., 1905. 8°. 40 p. [3]

**United States, continued.***International Bureau of the American Republics.*

- Monthly bulletin. Vol. 21-22. July 1905—June 1906. [*In Spanish, Portuguese, French and English.*] Wash., 1905-06. 2 v. 8°. [3]

*Interstate Commerce Commission.*

- 19th annual report, 1905. Wash., 1905. 8°. [3]
- 17th annual report on the statistics of railways in the United States, June 30, 1904. Wash., 1905. 8°. Folded map. [3]
- Interstate Commerce Reports. Vol. 11. Decisions of the Interstate Commerce Commission, April 1905—Aug. 1906. Reported by the Commission. Rochester, N. Y., 1906. 8°. [1]

*Isthmian Canal Commission.*

- The law of civil procedure in force in Panama and the canal zone. Tr. by F. L. Joannini. Wash., 1905. 8°. (7), 289 p. [3]
- Laws of the canal zone, Isthmus of Panama, enacted by the Isthmian Canal Commission. Wash., 1906. 8°. (2), 310 p. [3]

*(Department of Health.)*

- Report for the month, Jan.—Sept. 1906. Wash., 1906. 12°. [3]

*Judge-Advocate-General.**(Department of War.)*

- Report for the year ending June 30, 1905-06. Wash., 1905-06. 8°. [3]

*Library of Congress.*

- Classification. Class 2, science. Preliminary, July 1, 1905. Wash., 1905. 1. 8°. 172 p. [3]
- An introduction to the records of the Virginia Company of London, with a bibliographical list of the extant documents. By S. M. Kingsbury. Wash., 1905. 4°. 214 p. [3]
- List of books, with references to periodicals, on mercantile marine subsidies. Compiled under the direction of A. P. C. Griffin. 3d ed., with additions. Wash., 1906. 1. 8°. 140 p. [3]
- List of books, with references to periodicals, relating to child labor. Compiled under the direction of A. P. C. Griffin. Wash., 1906. 1. 8°. 66 p. [3]
- List of cartularies, principally French, recently added to the Library, with some earlier accessions. Compiled under the direction of A. P. C. Griffin. Wash., 1905. 1. 8°. 30 p. [3]
- List of discussions of the 14th and 15th amendments, with special reference to negro suffrage. Compiled under the direction of A. P. C. Griffin. Wash., 1906. 1. 8°. 18 p. [3]
- A list of Lincolniana in the Library. By G. T. Ritchie. 1. Writings of Abraham Lincoln. 2. Writings relating to Abraham Lincoln. Revised ed., with supplement. Wash., 1906. 1. 8°. 86 p. [3]
- List of the Benjamin Franklin papers in the Library. Compiled under the direction of W. C. Ford. Wash., 1905. 1. 8°. 322 p. [3]
- List of works on the tariffs of foreign countries. General, continental tariff union, France, Germany, Switzerland, Italy, Russia, Canada. Compiled under the direction of A. P. C. Griffin. Wash., 1906. 1. 8°. 42 p. [3]
- List of works relating to government regulation of insurance, United States and foreign countries. Compiled under the direction of A. P. C. Griffin. Wash., 1906. 1. 8°. 46 p. [3]
- List of works relating to the American occupation of the Philippine Islands, 1898-1903. By A. P. C. Griffin. Reprinted from the List of books, with references to periodicals, on the Philippine Islands, 1903, with some additions to 1905. Wash., 1905. 1. 8°. 100 p. [3]

*United States. Library of Congress, continued.*

- Publications [issued since 1897]. Spring 1906: [Wash., 1906.] 12°. 32 p. [3]
- Report of the librarian and report of the Superintendent of the Library Building and Grounds for the fiscal year ending June 30, 1905. Wash., 1905. 8°. Plate and diagrams. [3]
- Select list of books on municipal affairs with special reference to municipal ownership. With appendix, select list of state documents. Compiled under the direction of A. P. C. Griffin. Wash., 1906. 1. 8°. 34 p. [3]
- Select list of books on railroads in foreign countries: government regulation, general, continental Europe, international freight agreement, Great Britain, France, Germany, Belgium, Switzerland, Italy, Austria-Hungary, Russia. Compiled under the direction of A. P. C. Griffin. Wash., 1906. 1. 8°. 72 p. [3]
- Select list of references on Anglo-Saxon interests. Compiled under the direction of A. P. C. Griffin. Wash., 1906. 1. 8°. 22 p. [3]
- Select list of references on the British tariff movement Chamberlain's plan. Compiled under the direction of A. P. C. Griffin. 2d issue, with additions. Wash., 1906. 1. 8°. 60 p. [3]
- Select list of references on the negro question. Compiled under the direction of A. P. C. Griffin. 2d issue, with additions. Wash., 1906. 1. 8°. 61 p. [3]
- Select list of works relating to employers' liability. Compiled under the direction of A. P. C. Griffin. Wash., 1906. 1. 8°. 25 p. [3]
- Special rules on cataloging. To supplement A. L. A. rules, advance ed. 1-21. Wash., 1906. 1. 8°. 26 p. [3]
- Want list of American historical serials. July 31, 1905. Wash., 1905. 8°. 24 p. [3]
- Want list of periodicals and serials. June 30, 1904. Publications of foreign societies omitted. Wash., 1904. 8°. 168 p. [3]

*(Catalogue Division. Card Section.)*

- Bulletin. No. 3, 10-11. May 1, 1903, Dec. 15, 1905, Jan. 1, 1906. [Wash., 1903-06.] 8°. [3]

*(Copyright Office.)*

- Bulletin. No. 1. 6th ed. Wash., 1906. 8°. 30 p. [3]

*Contents.*

No. 1. The copyright law of the United States in force March 3, 1905. Prepared by Thorvald Solberg.

- Catalogue of copyright entries. New series. Vol. 1, nos. 3-16. July 19—Oct. 18, 1906. Wash., 1906. 8°. [3]
- Each number is issued in four parts as follows: Part 1, Books, dramatic compositions, maps and charts, index; 2, Periodicals; 3, Musical compositions; 4, Engravings, cuts and prints, chromos and lithographs, photographs, fine arts.

*Life-Saving Service.*

- Annual report, June 30, 1905. Wash., 1906. 8°. 472 p. [3]
- Official register, July 1, 1906. With post-office addresses. Wash., 1906. 8°. [3]

*Light-House Board.*

- Annual report, June 30, 1905. Wash., 1905. 8°. Folded maps. [3]
- Circular. No. 12-13. Oct. 3, 1905—March 7, 1906. *n.t.p.* [Wash., 1905-06.] 4°. [3]
- List of lights and fog signals of the United States on the Pacific coast of North America and on the Hawaiian and Midway Islands and of the lights and fog signals of the Dominion of Canada on the coast of British Columbia. Corrected to Feb. 1, 1906. Wash., 1906. 1. 8°. 78 p. Plates and folded map. [3]
- List of lights, buoys and daymarks in the 1st light-house district. From the northeast boundary of the United States to Hampton Harbor, N. H. Corrected to May 1, 1905. Wash., 1905. 1. 8°. 135, vii p. [3]

**United States. Light-House Board, continued.**

- *Same.* Corrected to May 1, 1906. Wash., 1906. 1. 8°. 147 p. [3]
- *Same.* 2d light-house district. From Hampton Harbor, N. H., to Elisha Ledge, off Warren Point, R. I., including Nantucket and Vineyard Sounds, Buzzards Bay, and tributaries. Corrected to June 1, 1905. Wash., 1905. 1. 8°. 127, vi p. [3]
- *Same.* Corrected to June 1, 1906. Wash., 1906. 1. 8°. 134 p. [3]
- *Same.* 3d light-house district. From Elisha Ledge off Warren Point, R. I., to a point on the coast opposite the Shrewsbury Rocks, N. J., and includes Lake Champlain and Lake Memphremagog. Corrected to Aug. 1, 1906. Wash., 1906. 1. 8°. 175 p. [3]
- *Same.* 3d light-house subdistrict, embracing the coasts, harbors, and waters of the island of Porto Rico and adjacent islands of the United States. Corrected to Nov. 1, 1905. Wash., 1905. 1. 8°. 21 p. [3]
- *Same.* 4th light-house district. From Shrewsbury River, N. J., to include Metomkin Inlet, Va. Corrected to Sept. 1, 1905. Wash., 1905. 1. 8°. 61 p. [3]
- *Same.* Corrected to Sept. 1, 1906. Wash., 1906. 1. 8°. 63 p. [3]
- *Same.* 5th light-house district. From Metomkin Inlet, Va., to New River Inlet, N. C. Corrected to Sept. 1, 1905. Wash., 1905. 1. 8°. 166 p. [3]
- *Same.* Corrected to Sept. 1, 1906. Wash., 1906. 1. 8°. 172 p. [3]
- *Same.* 6th light-house district. From New River Inlet, N. C., to Jupiter Inlet, Florida. Corrected to Oct. 1, 1906. Wash., 1906. 1. 8°. 62 p. [3]
- *Same.* Corrected to Oct. 1, 1906. Wash., 1906. 1. 8°. 62 p. [3]
- *Same.* 7th light-house district. From Jupiter Inlet to Perdido River, with all the adjacent islands, keys and reefs. Corrected to Nov. 1, 1905. Wash., 1905. 1. 8°. 83 p. [3]
- *Same.* 8th light-house district. From Perdido entrance, Florida, to the Rio Grande, Texas. Corrected to Dec. 1, 1905. Wash., 1905. 1. 8°. 48 p. [3]
- *Same.* [9th-11th districts], on the northern lakes and rivers. Corrected to the opening of navigation, 1906. Wash., 1906. 1. 8°. 164 p. [3]
- *Same.* 12th light-house subdistrict, embracing the coasts, harbors and waters of the Hawaiian and Midway Islands. Corrected to Jan. 1, 1906. Wash., 1906. 1. 8°. 19 p. [3]
- List of lights, buoys and daymarks on the Pacific coast of the United States. Corrected to Jan. 1, 1906. Wash., 1906. 1. 8°. 105 p. [3]
- Weekly notice to mariners, Jan. 6—Dec. 29, 1905. [No. 22-73.] Wash., 1906. 8°. [3]

**Marine Corps.**

- Annual report of the Brigadier-General Commandant of the Marine Corps, 1905. Wash., 1905. 8°. [3]

**Military Academy at West Point.**

- Annual report of the board of visitors, 1904-05. Wash., 1904-05. 8°. [3]
- Annual report of the superintendent, 1903-05. Wash., 1903-05. 8°. [3]
- Official register of the officers and cadets, June 1906. n.p., [1906]. 8°. [3]

**Military Secretary's Office.**

- List of recruiting stations, showing the number of recruits for the line of the army enlisted at each station with its auxiliaries in quarter ended June 30, 1905—June 30, 1906. n.t.p. [Wash., 1905-06.] 12°. [3]
- Memorandum relative to the general officers in the armies of the United States during the civil war, 1861-65. Compiled from Official records. 1906. h.t.p. [Wash., 1906.] 8°. 73 p. [3]
- Recruiting for the line of the army during the month Feb.—March 1905, May 1905—Sept. 1906. n.t.p. [Wash., 1905-06.] 12°. [3]

Entitled "Enlistments for the line of the army" previous to May 1906.

**United States. Military Secretary's Office, continued.**

- A roster of the organized militia of the United States by divisions, brigades, regiments, companies and other organizations, with their stations. Feb. 1906. Wash., 1906. 8°. 100 p. [3]

**Mine Inspector for Indian Territory.**

- Report to the Secretary of the Interior, June 30, 1905-06. Wash., 1905-06. 8°. [3]

**Mine Inspector for the Territory of New Mexico.**

- Annual report to the Secretary of the Interior, June 30, 1905. Wash., 1905. 8°. [3]

**National Museum.**

- Bulletin. No. 53, part 1; 54-55. Wash., 1905. 8°. [3]

**Contents.**

No. 53, part 1. Catalogue of the type and figured specimens of fossils, minerals, rocks and ores in the department of geology, United States National Museum. Prepared under the direction of G. P. Merrill. Part 1. Fossil invertebrates, [by Charles Schuchert, and others].

54. Richardson, H. Monograph on the isopods of North America.

55. Flint, J. M. A contribution to the oceanography of the Pacific.

- Contributions from the United States national herbarium. Vol. 10, part 1-3; v. 11. Wash., 1906. 8°. [3]

**Contents.**

Vol. 10. <sup>1</sup>Part 1. Piper, C. V. North American species of festuca. 2. Greene, E. L. The genus *Stipa* in the western and southwestern United States and Mexico. 3. Rose, J. N. Studies of Mexican and Central American plants, no. 8.

11. Piper, C. V. Flora of the state of Washington.

- Proceedings. Vol. 23-30. Wash., 1905-06. 3 v. 8°. Plates and illus. [3]
- Report, [June 30, 1903]. See Smithsonian Institution.

**Naval Academy at Annapolis.**

- Annual register, 61st academic year, 1905-06. Wash., 1905. 8°. [3]
- See Marion, H.

**Naval Observatory.**

- Publications. 2d series. Vol. 4. Wash., 1906. 1 v. in 2. 4°. Plates and diagrams. [3]

**Contents.**

Vol. 4. Part 1. Transit circle observations of the sun, moon, planets, and miscellaneous stars, 1900-08. 2. Transit circle observations of the sun, moon, planets, and comets, 1898-91; revised and corrected by J. E. Eastman. 3. Updegraff, M., and others. Observations with the six-inch transit circle, 1901-02. 4. Total solar eclipses of May 28, 1900, and May 17, 1901.—Reduction tables for transit circle observations; compiled under the direction of W. S. Elcheiberger.—Friederich, C. W. Reduction tables for equatorial observations.—Hayden, E. E. The present status of the use of standard time.

- Report of the Superintendent for the fiscal year ending June 30, 1905. Wash., 1905. 8°. Folded sheets. [3]

**Naval War College, Newport, R. I.**

- International law topics and discussions. 1905. Wash., 1906. 8°. 209 p. [3]

**Office of Indian Affairs.**

- Report of the Commissioner to the Secretary of the Interior, June 30, 1905. Wash., 1905. 8°. [3]

Without accompanying documents.

**Office of Internal Revenue.**

- Digest of decisions and regulations made by the Commissioner of Internal Revenue under various acts of Congress relating to internal revenue, and abstracts of judicial decisions and opinions of attorneys-general as to internal-revenue cases, June 13, 1898—Dec. 31, 1904. Wash., 1905. 8°. 199 p. [3]

United States, *continued*.*Office of the Chief of Engineers.*

- Engineer regulations and digest of orders, circulars, regulations, etc., relating to the work of the Engineer department, U. S. army, in force March 22, 1906. *A.t.p.* [Wash., 1906.] 12°. 293 p. [3]

*Office of the Chief of Ordnance.*

- Notes on the construction of ordnance. No. 86-87. *n.t.p.* [Wash., 1905-06.] 4°. [3]
- Report, [June 30, 1903-05]. Wash., 1903-05. 3 v. 8°. [3]

The title reads "Annual reports of the War Department," *etc.*

- Report of the tests of metals and other materials for industrial purposes made with the United States testing machine at Watertown Arsenal, Mass., during the fiscal year ended June 30, 1904-05. Wash., 1905-06. 2 v. 8°. [3]

*Patent Office.*

- Annual report of the Commissioner, 1905. Wash., 1906. 1. 8°. [3]
- Official gazette. Vol. 114-119. Jan.-Dec. 1905. Wash., 1905. 6 v. 1. 8°. Illus. [3]
- Report of the Commissioner of Patents to the Secretary of the Interior, June 30, 1905-06. Wash., 1905-06. 8°. [3]
- Rules of practice in the Patent Office. Revised Feb. 28, 1905. 2d reprint, July 31, 1906. *A.t.p.* [Wash., 1906.] 8°. 110 p. Folded diagrams. [3]
- Specifications and drawings of patents issued April 1904-June 1905. Vol. 383-397. Wash., 1904-06. 15 v. in 45. 4°. [3]

*Paymaster-General's Office.*

- Annual report, 1905-06. *A.t.p.* [Wash., 1905-06.] 8°. [3]
- Distance circular. No. 1. Dec. 15, 1905. *n.t.p.* [Wash., 1905.] 8°. 24 p. [3]
- Monthly station list of the officers of the Pay Department, Oct. 1, 1905-Nov. 1, 1906. *n.t.p.* [Wash., 1905-06.] 8°. [3]
- Official table of distances for the guidance of disbursing officers of the army charged with payment of money allowances for travel. Wash., 1906. 4°. 680 p. [3]

*Pension Office.*

- Annual report of the Commissioner of Pensions to the Secretary of the Interior, June 30, 1905-06. Wash., 1905-06. 8°. [3]

*Philippine Commission.*

- 6th annual report, 1905. Wash., 1906. 4 v. 8°. Plates and folded maps. [3]
- The municipal code and the provincial government act, being act no. 82, entitled "A general act for the organization of municipal governments in the Philippine Islands" and act no. 83, entitled "A general act for the organization of provincial governments in the Philippine Islands," as amended by the acts of the Philippine Commission down to and including May 31, 1906, revised and codified by the committee on revision and codification appointed by the Governor-General. Manila, 1906. 8°. xxii, 235 p. [3]

*President.*

- Big Belt Forest Reserve, Montana. A proclamation, [Oct. 3, 1905]. *n.t.p.* [Wash., 1905.] f°. 7 p. [3]
- Export of arms, etc., to Santo Domingo. A proclamation, [Oct. 14, 1905. Wash., 1905.] f°. (1) p. [3]
- Hell Gate Forest Reserve, Montana. A proclamation, [Oct. 3, 1905]. *n.t.p.* [Wash., 1905.] f°. 7 p. [3]



**United States. President, continued.**

- Jemez Forest Reserve, New Mexico. A proclamation, [Oct. 12, 1905. Wash., 1905.] f°. (1) p. Folded map. [3]
- Lincoln Forest Reserve. 2d proclamation, [Oct. 3, 1905]. *n.t.p.* [Wash., 1905.] f°. 4 p. [3]
- Little Belt Forest Reserve, Montana. 2d proclamation, [Oct. 3, 1905]. *n.t.p.* [Wash., 1905.] f°. 3 p. [3]
- Madison Forest Reserve, Montana. 3d proclamation, [Oct. 3, 1905]. *n.t.p.* [Wash., 1905.] f°. 3 p. [3]
- Portales Forest Reserve, New Mexico. A proclamation, [Oct. 3, 1905]. *n.t.p.* [Wash., 1905.] f°. 3 p. [3]
- A proclamation, [setting apart the 30th of Nov. 1905, as a day of thanksgiving. Wash., 1905.] f° sheet. [3]
- Shasta Forest Reserve, California. A proclamation, [Oct. 3, 1905]. *n.t.p.* [Wash., 1905.] f°. 7 p. [3]
- Tahoe Forest Reserve, California and Nevada. 2d proclamation, [Oct. 3, 1905]. *n.t.p.* [Wash., 1905.] f°. 4 p. [3]
- Thanksgiving. A proclamation, [setting apart the 29th of Nov. 1906, as a day of thanksgiving and supplication. Wash., 1906.] f° sheet. (1) p. [3]
- Tonto Forest Reserve, Arizona. A proclamation, [Oct. 3, 1905]. *n.t.p.* [Wash., 1905.] f°. 4 p. [3]
- See Dougherty, J. H.;—Haworth, P. L.

**Public Health and Marine-Hospital Service.**

- Hygienic Laboratory. Bulletin no. 22-29. May 1905—April 1906. Wash., 1905-06. 8°. [3]

**Contents.**

- No. 22. McClintie, T. B. Chloride of zinc as a deodorant, antiseptic and germicide.
- 23. Hunt, R., and Metter, M. G. Changes in the pharmacopoeia of the United States. 8th decennial revision. Official from Sept. 1, 1906.
- 24. Miles, C. W. The international code of zoological nomenclature as applied to medicine.
- 25. — Illustrated key to cestode parasites of man.
- 26. Mastie, J. H. On the stability of the oxidases and their conduct toward various reagents. The conduct of phenolphthalein in the animal organism. A test for saccharin, and a simple method of distinguishing between coumarin and vanillin. The toxicity of ozone and other oxidizing agents to lipase. The influence of chemical constitution on the lipolytic hydrolysis of ethereal salts.
- 27. McClintie, T. B. The limitations of formaldehyde gas as a disinfectant, with special reference to carsanitation.
- 28. Miles, C. W., and Garrison, F. E. A statistical study of the prevalence of intestinal worms in man.
- 29. Roseman, M. J., and Anderson, J. F. A study of the cause of sudden death following the injection of horse serum.
- Official list of commissioned and noncommissioned officers, also list of U. S. marine hospitals, quarantine stations, and quarantine vessels. July 1906. Wash., 1906. 8°. 32 p. [3]
- Public health reports, [1905]. Vol. 20. [52 nos.] Wash., 1905-06. 1 v. in 2. 8°. [3]
- Yellow Fever Institute. Bulletin no. 15. Jan. 1906. Wash., 1906. 8°. [3]

**Contents.**

- No. 15. Report of working party no. 3, Yellow Fever Institute. Attempts to grow the yellow fever parasite. The hereditary transmission of the yellow fever parasite in the mosquito, by M. J. Rosenau and Joseph Goldberger.

**Revenue-Cutter Service.**

- General order prescribing instructions for infantry drill and small-arm and great-gun target practice. Wash., 1905. 8°. 7 p. [3]
- Information and requirements relative to the appointment of second assistant engineer in the Revenue-Cutter Service. Wash., 1905. 8°. 7 p. [3]
- Register of the officers and vessels of the Revenue-Cutter Service, July 1, 1906. Wash., 1906. 8°. [3]
- Standard of examination for promotion of officers. Wash., 1905. 8°. 9 p. [3]

**United States, continued.***School of Application for Cavalry and Field Artillery, Fort Riley, Kan.*

- The army horse in accident and disease, a manual prepared for the use of students of the Training School for Farriers and Horseshoers by the training school instructors. [Compiled by Alexander Plummer, and others.] Wash., 1906. 8°. 116 p. Plates. [3]
- The army horseshoer, a manual prepared for the use of students of the Training School for Farriers and Horseshoers by the training school instructors. Fort Riley, 1905. 16°. 84 p. Plates. [1]

*Secret Service Division.*

- Annual report of the Chief, June 30, 1906. Wash., 1906. 8°. [3]

*Signal Office.*

- Annual report of the Chief Signal Officer, June 30, 1901-06. Wash., 1901-06. 8°. Plates and folded maps. [3]
- Manual no. 3. Electrical instruments and telephones. Prepared under the direction of A. W. Greely. Revised 1905. Wash., 1905. 8°. 316 p. Diagrams and illus. [3]
- Same. No. 4. Handbook of submarine cables. Prepared under the direction of A. W. Greely, by Edgar Russel; with supplementary chapter on factory testing, by Samuel Reber. 1905. Wash., 1905. 8°. 106 p. Diagrams and illus. [3]
- Same. No. 7. Property and disbursing regulations, including miscellaneous general regulations. Prepared by C. D. Chandler. 1906. Wash., 1906. 8°. 112 p. [3]

*Subsistence Department.*

- Circular. No. 1. March 6, 1906. *n.t.p.* [Wash., 1906.] 12°. [3]
- Report of the Commissary-General of Subsistence for the fiscal year ending June 30, 1905. Wash., 1905. 8°. [3]

*Superintendent of Crater Lake National Park.*

- Report to the Secretary of the Interior, June 30, 1905. Wash., 1905. 8°. Folded map. [3]

*Superintendent of Documents.*

- Catalogue of United States public documents, [June 1905—May 1906. No. 126-137.] Wash., 1905-06. 8°. [3]

*Superintendent of Indian Schools.*

- Report to the Commissioner of Indian Affairs, June 30, 1905. Wash., 1905. 8°. Plates. [3]

*Superintendent of the Hot Springs Reservation.*

- Report, 1905. Wash., 1905. 8°. [3]

*Superintendent of the Sequoia and General Grant National Parks.*

- Report of the Acting Superintendent, 1905. Wash., 1905. 8°. [3]

*Superintendent of the United States Capitol Building and Grounds.*

- Report to the Secretary of the Interior for the fiscal year ended June 30, 1905-06. Wash., 1905-06. 8°. [3]

*Superintendent of the Yellowstone National Park.*

- Report of the Acting Superintendent to the Secretary of the Interior, 1905. Wash., 1905. 8°. Folded map. [3]

*United States, continued.**Superintendent of Yosemite National Park.*

- Report of the Acting Superintendent to the Secretary of the Interior, 1906. Wash., 1906. 8°. [3]

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- Boston, Mass.** Boston and surroundings. Published by Geo. H. Walker & Co. Boston, 1905. Scale, 1800 ft. = 1 in. Size, 40.5 × 28.2 in. [3]
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SEVENTEENTH REPORT

OF THE

FREE PUBLIC LIBRARY  
COMMISSION

OF

MASSACHUSETTS.

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1907.



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## MEMBERS OF THE COMMISSION.

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C. B. TILLINGHAST, <i>Chairman</i> , Boston, . . .	term expires 1910.
Mrs. MABEL SIMPKINS AGASSIZ, Yarmouth, . . .	term expires 1909.
SAMUEL SWETT GREEN, Worcester, . . .	term expires 1909.
DELORAINÉ P. COREY, Malden, . . .	term expires 1908.
Miss E. P. SOHIER, <i>Secretary</i> , Beverly, . . .	term expires 1907.



# Commonwealth of Massachusetts.

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## REPORT OF THE COMMISSION.

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*To the Honorable Senate and House of Representatives.*

In accordance with the provisions of chapter 347 of the Acts of the year 1890, under which the Free Public Library Commission was organized, the commission herewith presents its seventeenth report, covering the calendar year 1906.

### THE COMMISSION.

No change has taken place in the commission during the year.

### BOOKS FURNISHED TO LIBRARIES.

The final installment of books under the provisions of chapter 233 of the Acts of 1900 has been supplied to the following towns during the year: —

Dana,	Monterey,	Peru,
Goshen,	Montgomery,	Phillipston,
Halifax,	Mount Washington,	Plainfield,
Hawley,	New Ashford,	Sunderland,
Lakeville,	New Braintree,	Tolland,
Leyden,	Otis,	Tyngsborough. — 18.

A first installment has been sent to the town of Savoy.

The following towns have not yet availed themselves of the benefit of the law: Auburn, Boylston, Clarksburg, Middleton, Shutesbury, Southampton and Washington, and a second installment is due to the towns of Brimfield, Gay Head and Lanesborough.

## TOWNS CLASSIFIED AS TO LIBRARIES.

The following classification of the towns, revised to date, shows the free library facilities they now enjoy:—

## CLASS 1.

*Towns which have libraries owned and controlled by the town and free for circulation to all the people.*

Abington,	Charlton,	Freetown,
Acushnet,	Chelmsford,	Gay Head,
Adams,	Chelsea,	Gill,
Agawam,	Chester,	Goshen,
Alford,	Chesterfield,	Gosnold,
Amesbury,	Chicopee,	Granby,
Andover,	Chilmark,	Granville,
Arlington,	Clarksburg,	Greenfield,
Ashburnham,	Clinton,	Greenwich,
Ashby,	Cohasset,	Groton,
Ashland,	Colrain,	Groveland,
Athol,	Conway,	Hadley,
Attleborough,	Dalton,	Halifax,
Auburn,	Dana,	Hamilton,
Avon,	Dartmouth,	Hampden,
Bellingham,	Dedham,	Hancock,
Belmont,	Deerfield,	Hanover,
Berkley,	Dennis,	Hanson,
Berlin,	Dighton,	Hardwick,
Beverly,	Douglas,	Harvard,
Blackstone,	Dover,	Hatfield,
Blandford,	Dracut,	Hawley,
Bolton,	Dudley,	Heath,
Boston,	Dunstable,	Holbrook,
Bourne,	East Bridgewater,	Holden,
Boxborough,	Eastham,	Holland,
Boylston,	East Longmeadow,	Holliston,
Bridgewater,	Edgartown,	Hopedale,
Brimfield,	Egremont,	Hubbardston,
Brockton,	Erving,	Hudson,
Brookfield,	Essex,	Hull,
Brookline,	Everett,	Huntington,
Burlington,	Fall River,	Hyde Park,
Cambridge,	Falmouth,	Kingston,
Canton,	Fitchburg,	Lakeville,
Carlisle,	Florida,	Lancaster,
Carver,	Foxborough,	Lanesborough,
Charlemont,	Framingham,	Leicester,

Leominster,	Northampton,	Shutesbury,
Leverett,	North Andover,	Somerset,
Leyden,	North Attleborough,	Somerville,
Longmeadow,	Northborough,	Southampton,
Lowell,	North Brookfield,	Southborough,
Ludlow,	Northfield,	Southbridge,
Lunenburg,	North Reading,	South Hadley,
Lynn,	Norwood,	Southwick,
Lynnfield,	Oakham,	Spencer,
Manchester,	Orange,	Sterling,
Mansfield,	Orleans,	Stoneham,
Marblehead,	Otis,	Stoughton,
Marlborough,	Oxford,	Stow,
Marshfield,	Paxton,	Sturbridge,
Mashpee,	Peabody,	Sudbury,
Mattapoissett,	Pelham,	Sunderland,
Maynard,	Pepperell,	Sutton,
Medfield,	Peru,	Swampscott,
Medford,	Phillipston,	Swansea,
Medway,	Plainfield,	Taunton,
Melrose,	Plympton,	Templeton,
Mendon,	Prescott,	Tewksbury,
Merrimac,	Provincetown,	Tolland,
Middleborough,	Quincy,	Topsfield,
Middlefield,	Reading,	Townsend,
Middleton,	Revere,	Truro,
Milford,	Richmond,	Tyngsborough,
Millbury,	Rochester,	Tyringham,
Millis,	Rockland,	Upton,
Milton,	Rockport,	Uxbridge,
Monroe,	Rowe,	Wakefield,
Montague,	Rowley,	Wales,
Monterey,	Royalston,	Walpole,
Montgomery,	Russell,	Waltham,
Mount Washington,	Rutland,	Warwick,
Nahant,	Salisbury,	Watertown,
Natick,	Sandisfield,	Wayland,
Needham,	Sandwich,	Webster,
New Ashford,	Saugus,	Wellfleet,
New Bedford,	Savoy,	Wendell,
New Braintree,	Seekonk,	Wenham,
Newburyport,	Sharon,	Westborough,
New Marlborough,	Sheffield,	West Boylston,
New Salem,	Shelburne,	West Bridgewater,
Newton,	Sherborn,	West Brookfield,
Norfolk,	Shirley,	Westford,
North Adams,	Shrewsbury,	Westminster,



West Newbury,	Whately,	Winchendon,
Weston,	Whitman,	Winchester,
Westport,	Wilbraham,	Windsor,
West Springfield,	Williamsburg,	Winthrop,
West Stockbridge,	Williamstown,	Worcester,
Westwood,	Wilmington,	Wrentham. — 274.
Weymouth,		

## CLASS 2.

*Towns which have free libraries in which the town has some representation in the management.*

Acton,	Franklin,	Methuen,
Ayer,	Georgetown,	Norton,
Barre,	Grafton,	Palmer,
Bedford,	Haverhill,	Pembroke,
Belchertown,	Hingham,	Petersham,
Bernardston,	Hinsdale,	Pittsfield,
Boxford,	Holyoke,	Randolph,
Braintree,	Lawrence,	Salem,
Concord,	Lenox,	Springfield,
Cummington,	Lexington,	Warren,
Danvers,	Lincoln,	Wellesley,
Easthampton,	Littleton,	Westfield,
Enfield,	Malden,	Woburn. — 39.

## CLASS 3.

*Towns in which there are free libraries to which the town appropriates money, but is not represented in the management.*

Amherst,	Great Barrington,	Princeton,
Ashfield,	Harwich,	Scituate,
Brewster,	Lee,	Stockbridge,
Chatham,	Monson,	Tisbury,
Cheshire,	Nantucket,	Ware,
Cottage City,	Northbridge,	Westhampton,
Duxbury,	Plymouth,	West Tisbury. — 22.
Gardner,		

## CLASS 4.

*Towns in which there are free libraries which have no connection with the town.*

Barnstable,	Gloucester,	Raynham,
Becket,	Hopkinton,	Rehoboth,
Billerica,	Ipswich,	Wareham,
Buckland,	Marion,	Worthington,
Easton,	Norwell,	Yarmouth. — 16.
Fairhaven,		

## CLASS 5.

*Towns which have the free use of public libraries in other places.*

Newbury,	. . . . .	Newburyport Public Library.
Washington,	. . . . .	Becket Athenæum. — 2.

## CLASS 6.

*Town having no free public library.*

Plainville.

## NOTES OF LIBRARY PROGRESS.

The following notes, collected from a large number of libraries, are worthy of careful study. They tell at first hand the story of the growth and progress of the free public libraries, and the spirit and sentiment which underlie the library system of Massachusetts.

**ACTON.** An increase in the circulation is noted. A portrait of Mrs. Mehitable Piper, the only known centenarian of Acton, has been presented. Free access to the shelves has been allowed; and it is now requested that borrowers shall remain in the alcoves only long enough to make their selections. "The book room is not intended for a reception room, and the continual presence of such visitors annoys and delays the work of the librarian."

**ACUSHNET.** The Millicent Library of Fairhaven has presented about 300 of its rejected books. A larger supply of books and an increasing circulation make it urgently necessary that better accommodations be provided.

**AMESBURY.** The circulation has increased, and the work with the schools has been more satisfactory than ever before. The use of the library for reference work by the pupils of the public schools increases. Scholars are allowed as many books for home use as they need. Teachers are allowed as many study cards as they wish and may hold the books for a reasonable time.

**AMHERST.** Amherst Public Library. A gift of \$500 for an endowment fund from Miss Sarah P. Ferry is reported.

North Amherst Library. The Dewey classification has been adopted, and a card catalogue is being made. The will of Mrs. Ellen Fisher of North Amherst contains a bequest of \$4,000 for this library. The income is to be used at the discretion of the trustees, except that as much as possible shall be used for books.

- ANDOVER. There was a slight decrease in the home circulation of 1905. Sixteen volumes of the "Boston Evening Transcript" have been bound. Books are delivered to the schools and by carriers to four outlying districts. Ballard Holt, who had served the library as librarian for a period of thirty-three years, resigned Sept. 1, 1906, and has been succeeded by Miss Edna A. Brown. Miss Brown is a graduate of the New York State Library School, with an honorary degree, and has had experience in the Carnegie Library of Pittsburg, in the Providence Public Library, and assisted in organizing the new Rosenberg Library in Galveston, Tex.
- ARLINGTON. An arrangement with the Booklovers' Library has enabled the library to supply the public with a larger amount of the latest fiction than was otherwise possible, and more non-fiction has been purchased than formerly. Six sets of stereopticon views have been introduced for use by the schools and others. Frequent exhibitions of the pictures of the Library Art Club have continued.
- ASHBY. The will of Mrs. Mary R. Hall of Keene, N. H., widow of the late William C. Hall of Boston, contains a bequest of \$3,000 for the benefit of this library. A catalogue, prepared by the librarian, has been issued, which is "worthy of the library and sufficient for its needs for many years."
- ASHLAND. There was an increase of about 45 per cent. in the circulation of 1905; and the use of the reading room showed a gain of about 25 per cent. Although the general demand is for fiction, there is a noticeable increase in the call for books for study and reference. The librarian reports: "The open stack room has proved a signal success; if the wear of the books is somewhat greater, this is more than offset by the enjoyment and knowledge gained by being literally 'in touch' with the books." A shelf list is being prepared.
- ATHOL. After some delay, following the resignation of Miss Hinman at the close of 1904, Mrs. May A. Cook was engaged. The circulation of 1905 was somewhat less than that of the previous year, but showed an increase during the late months of the year, which has been continued during the present year. The reading tables are well used and are frequently crowded. A special effort is being made to increase school and reference work. A picture collection is being made for study clubs and school work.
- ATTLEBOROUGH. The amount of funds pledged towards the erection of a library building being sufficient to warrant, work was begun in April, 1905, and it is probable that the building will be completed about January 1. The architects are McLean & Wright of Boston. Reading lists have been published in the daily papers

and posted in the library for the benefit of the young; and lists of new books have been published as current news items in the papers, and copies of these have been struck off for distribution. Books are sent twice a month to six outlying schools.

**AVON.** An increased circulation is reported. In response to a popular demand for nature and out-of-door books, many have been purchased, and have been used in a fair degree. The greatest demand is for works of fiction. This demand is not especially for new fiction, and it appears that the greater number of books taken from this class are by the writers of a previous generation. Juvenile books of a good character are always in favor. "We find that our young readers have a high standard of their own, and we can thank the home and school training which they receive for this admirable quality." A plan is under consideration whereby the present desire to pursue an education outside of the schools and along specific lines may be permitted. The idea is to introduce collections of text-books for beginners at law, medicine and the applied sciences of electricity and civil engineering, and to increase each collection as the demand for advanced books increases. The necessity of a complete catalogue of the library, embracing late additions, is quite apparent.

**AYER.** The capacity of the reading room is being taxed to provide for its patrons. The trustees make a plea for the collection of articles of local historic interest. Pictures of India, loaned by the Woman's Education Association, have been exhibited.

**BARNSTABLE.** Osterville Public Library. The will of Gustavus Hinckley of Barnstable contains a bequest of \$100 for the use of the library. By the efforts of a summer visitor, a fund of about \$300 has been accumulated for the purpose of building an addition for a children's room, which will cost about \$600.

Centreville Free Public Library Association. A fair was held in 1905, resulting in a profit of about \$250, which covered the expenses of the library for about two years.

**BARRE.** The will of Mrs. Martha M. Macullar, widow of the late Addison Macullar of Boston and Worcester, contains a bequest of \$1,000, to be known as the Macullar Memorial Fund, the income of which is to be used in the purchase of books for this library.

**BECKET.** One hundred volumes, selected by the library, have been presented by Norman W. Harris of Chicago.

**BEDFORD.** The home circulation, especially among the children, has increased. Miss Sarah Goode has given a collection of photographs; and the will of William J. Niles of Bedford contains a

bequest of \$5,000, the income of which is to be used in the purchase of books. A card catalogue is nearly or quite completed.

**BELCHERTOWN.** A collection of books belonging to the late John Henry Stone has been presented by his son, George Stone of Enfield, which is to be kept apart from the general collection. Books needed for supplementary and other work in the public schools are purchased so far as the funds will permit; and teachers and pupils have special privileges. "The open-shelf system is still operative. While it is in many ways an advantage, in others it is detrimental, as books are displaced and sometimes lost by careless readers. Those who make good use of the privilege are careful in the use of the books."

**BELLINGHAM.** The new room to which the library was removed in 1905 gives ample space for the library and a reading room; and by its proximity to the schools in the building the use of the books by the children has been increased. The open-shelf system is in use, and special privileges are allowed to summer visitors. During the school vacation, a "reading journey" was arranged, the children reading for fifteen minutes during each library session in such books of travel as they had, themselves, chosen for their journeys. A bulletin board, with criticisms of leading books and with newspaper clippings treating of current events, is used. The latter prompts reference reading.

**BELMONT.** The circulation of 1905 was a little less than that of 1904, but still showed a considerable increase over that of 1903. The number of books issued to teachers was about doubled. A complete list of all educational books in the library has been printed and distributed to the teachers. A large gain in the use of the children's room is reported. A delivery station has been established at Payson Park.

**BERKLEY.** A new catalogue has been printed and distributed. A growing interest in the library is shown by the pupils of the public schools.

**BEVERLY.** "Space, light, air and opportunity to consult the books in the reading room are sadly wanting; in order to correct this last evil, to some extent, two rooms have been hired in the Endicott building, to which the reference books and magazines have been moved, giving a little needed relief to the crowded shelves. Many students and magazine readers are hereby accommodated, while the reading room in the library is left for teachers, children and those consulting the newspapers, by whom it is overfilled." The libraries in the schools are much used, and the circulation therefrom is highly satisfactory. The home circulation of 1905 showed

a slight loss. Miss Ellen S. Hooper has given \$50, to be used for a memorial of Mrs. Whitman, a lamented and public citizen; and Miss Quiner, the sculptress, formerly of Marblehead and later of Beverly, has given the bust of her father, Abraham Quiner, and the portrait of herself by Frothingham.

**BLACKSTONE.** The circulation of 1905 showed a slight increase over that of the previous year. Of the total issue, 93 per cent. was fiction.

**BLANDFORD.** Undesirable books and those for which there appears to be no use have been taken from the shelves, and the remainder rearranged in a systematic manner, so that the library is left in a good working condition. A card catalogue has been made which is proving to be of much benefit.

**BOLTON.** Miss Anna Whitney, in addition to previous gifts, has presented "a valuable antique clock and a cabinet containing a large collection of china ware, including many pieces of rich design and of value as antiques, and also other articles of historic value and interest." Teachers are allowed as many books for school use as they need, and some are retained during the term. Children are allowed to take books without regard to age. All persons who desire the privilege are given access to the shelves. Pictures have been loaned by the Woman's Education Association.

**BOSTON.** Six delivery stations, named as shop stations, have been discontinued, and new reading rooms have been established in their stead. "The substitution of reading rooms gives to the public more space, more books immediately at hand, regular supplies of periodicals where none were accessible before, and much better service generally. This implies a distinct gain in efficiency; and, as might be expected, all the new reading rooms show an increased circulation, as compared with that of the shop stations which were discontinued." A new and attractive building at Codman Square, Dorchester, has been opened as a reading room, and the nucleus of a permanent collection of books has been placed upon its shelves. In relation to losses from open shelves, the librarian says: "Another problem to which we are giving constant attention, but have not yet solved, is the prevention of losses from open shelves. This was mentioned in my last annual report. The advantages to the public of the open shelves are obvious. The disadvantages set forth last year need not again be mentioned. The actual loss during the last twelve months aggregates 843 from open shelves at branches, and 129 from closed shelves, open, however, to certain applicants. There is also a considerable loss from the larger reading rooms and from the deposit collection at the

stations. I have under consideration, and shall soon propose, certain restrictions which are likely to reduce these losses, without seriously impairing the open-shelf privilege. The ideal can never be reached until the abuses of the privileges are overcome." Of English prose fiction it is said: "The policy, now well established, of confining our purchases of current novels to those of the highest merit, as determined by a rather conservative standard, necessarily excludes a large number of recent publications, but the experience of several years has shown that nearly all of the works of fiction, which for various reasons we have found it impossible to buy, have failed to demonstrate their ability to live for a few brief months. The demand for some of them was insistent for a short time. Now their names are for the most part forgotten, and nobody cares to read them. If we had purchased a considerable number of these volumes, the money, so far as present demand is concerned, would have been wasted, and the books would have taken places on our shelves that are needed for literature of a more permanent character. . . . During the year, 774 volumes of English prose fiction were received from the publishers, and were considered carefully upon their merits, the reports of the volunteer committee as to plots, interest, general characteristics, etc., being taken into account, together with other factors determining the merit of the books and their suitability for our purposes. Of these, 161 titles were accepted and authorized for purchase, 1,230 copies being bought." Besides the purchase of current English fiction, replacements were bought to keep the collection, as catalogued, complete. It is shown that the number of volumes of fiction purchased in 1905-06 amounted to 32.68 per cent. of the total purchases, at a cost of 18.65 per cent. of the whole amount expended. An effort is made to complete, so far as is possible, the library's files of colonial and revolutionary newspapers; 1,084 numbers were purchased in 1905-06, of which 684 filled existing gaps in the files. Franklin imprints are purchased as opportunities occur. A new scheme for cataloguing laws and legislative documents has been prepared; and a beginning has been made in recataloguing and rearranging the collection of Massachusetts laws. Twenty-seven free public lectures were given during the year; and repeated exhibitions of pictorial art were given, in some cases concurrently with the lectures.

**BOXFORD.** Boxford Public Library. Extensive repairs have been made within the library building. Books are sent out to the public schools. A legacy of \$300 has been received under the will of the Rev. William S. Coggin, who was for many years the pastor of the First Congregational Church of Boxford.

**BOYLSTON.** This library is doing a commendable work in collecting books, manuscripts, plans and other matter connected with its local history. Portraits of prominent citizens have been placed upon the walls of the historical room. A card catalogue is being prepared. A very general use is "made of the library and reading room by the people of the town, and especially by the younger portion of the community. At the closing hour of the public schools, the library and reading room are very much patronized by the pupils from all sections of the town. The pupils attending the high schools in other places have also made much use of the library in securing reference matter in connection with their studies, and the librarians are always ready to assist them as much as possible in securing proper material, and giving such information as may be of value to them."

**BRAINTREE.** The will of the late Nathaniel H. Hunt, recently treasurer of the trustees, contains a bequest for the benefit of the library, the amount of which has not been made public.

**BRIDGEWATER.** The will of the late Miss Cora Thompson, a former trustee, contains a bequest of \$1,000 as an addition to the endowment fund of the library. Rev. William C. Winslow has given a complete set of the reports of the Archæological Institute of America. The reference room continues to be one of the most helpful parts of the library.

**BRIMFIELD.** This library in its work emphasizes the value of the study of local history. The librarian says: "The importance of interesting our young people in local history cannot be overestimated, on account of impressing them with the value of what they have received from the past. Our library, with its treasures of material, its associations with individuals who have contributed to its life and that of the town, and the historical connection of the memorial building, should be more and more a power for strengthening the consciousness of citizenship." A traveling library of the Woman's Education Association, with accompanying photographs, was enjoyed for a year. All the works on American history have been thoroughly catalogued by author, title and subject, this department having been chosen first to aid teachers and pupils in their school work. This library has been successful in accomplishing work and obtaining results in divers directions by the use of means which are within the reach of most small libraries. The librarian writes: "It may be a help to libraries of limited means to know that we have nearly completed cataloguing about 5,000 volumes by gradual work and by means of gifts of money from time to time. There has been no special appropriation by the town, and the library has not been closed. The process has been extended, by periods,



through several years. Three different librarians at different times have worked with the local librarian. They have been secured during their vacation times, or when they could be spared from their regular work. The first year, our library was classified and shelf-list cards written. Two years after, United States history and fiction were catalogued. This year, nearly all of the remaining classes have been completed. If it is determined to have any enterprise in behalf of the library accomplished, I believe it can be carried out in time." The social side of library work is given prominence. Efforts are made to bring townspeople and visitors together, both formally and informally. On occasions bringing strangers into the village, such as school reunions, farmers' institutes or grange meetings, the library is opened and made inviting to all. "Townspeople, who, perhaps, do not often visit the library, feel at such times a new sense of possession and pride in their library and a united interest in the institution."

**BROCKTON.** The circulation of 1905 showed a gain in all departments, and there was an increased use of the children's room and library. The librarian writes: "For some time past the library has felt the need of larger quarters. Early in the year some relief was afforded by obtaining two storerooms, somewhat separated from the central library rooms and yet sufficiently near to be easily reached. With the opening of the new school year an unusual interest on the part of the teachers has been shown in the circulation of books to the schools. The value of the school collection seems already to be well established, and interest in it extends each year to various teachers in the city schools. New books are added to the collection from time to time; but, owing to numerous demands upon the general library appropriation, the rate of increase is necessarily slow. During the summer months just passed the renumbering of the books in the school collection by the decimal system was undertaken, and this work is now being completed. During the school year the librarian has given special attention to the reference room and to the answering of reference questions. There has been an attempt to introduce scholars from the high school and from the higher grades of the grammar schools to the use of the reference room by way of short talks about the reference collection and some of the more useful reference books. The library, as a whole, is being reclassified by the decimal system, and at the present time the reclassified groups include the books of travel, biography, language and the major portion of the volumes on religion. The rapid growth of the city has been reflected in the increase of registered borrowers, and this, again, has had its effect upon the

juvenile circulation and the circulation through the two branches, both of which show marked gains. During the summer months the library issued vacation cards to those of its borrowers who were leaving town for extended vacations."

**BROOKLINE.** In relation to Sunday opening, the librarian writes: "We have kept the circulating department, as well as the reading and reference rooms, open on Sundays for nearly a year, and this year we have kept open on Sundays even in July and August. We made the hours 2 to 6 P.M. during those months, instead of 2 to 9 P.M. This increase of Sunday privileges has been so successful that we feel that we are now open to stay. We made the change, not only to circulate books, but to open the alcoves to the public, and thereby encourage the reading of literature other than periodicals and newspapers." In reference to the work with the schools, the assistant in charge writes: "In addition to a personal card and a study card allowing 5 books of non-fiction, there is issued to any teacher a card for class-room use. On this may be drawn, from the school duplicate collection or from the general library, books on subjects studied or wholesome recreative reading for children. It is optional with each teacher whether the books be used at school or loaned to pupils to take home. Nominally, 20 books may be borrowed at one time, but where the supply for other teachers permits, 40 to 50 volumes are not infrequently taken. Books may be kept four weeks, and then, with some exceptions, renewed. Express charges are paid by the library when not fewer than 20 books are sent at one time; smaller numbers are carried to and fro by pupils or by teachers themselves. The school reference room at the library is connected with the schools by telephone; and the selection of books sent is often made by the library, at the teachers' request. A considerable number of elementary readers are kept in stock, and books for children who have but lately learned to read are extensively used. Kindergartens are supplied with picture books. The school reference room is open from 2 to 6 P.M. on every week day and also on Saturday mornings. This is a reference room for grammar school pupils, and contains, in addition to suitable reference books, the school duplicate collection. School duplicates are issued only to teachers, not directly to pupils from the room, but additional copies of most books are to be found in the circulating department of the general library or in the children's room."

**CAMBRIDGE.** The most important event of the year has been the opening of a new branch library in North Cambridge, on November 5. It occupies one large room on the second floor of the remodeled

police station No. 4, having a location similar to that of the East Cambridge branch library in the building of police station No. 3. Owing to the smallness of the appropriation only a meagre showing of books could be made at the start, and only the bare necessities of equipment could be provided. This equipment, however, is modern in detail and satisfactory in most respects, with electric lighting for the five long tables and the ceiling, and combination electric and gas lighting for the walls of the room. The new assistant in charge is Miss Ellen M. Hayes, whose previous experience of five years at the delivery desk of the main library will be of great service to her in the development of the branch. The popularity of the branch has exceeded all expectations. The long room has been crowded, afternoon and evening, to such an extent that two and sometimes three assistants have been called for. A circulation of 3,740 books within three weeks from the time of opening, in spite of the meagre supply, proves that the new branch is trying to fill a long-felt need. The main library afforded temporary relief by giving a considerable number of duplicates, and by loaning special lots of its own books, new and old, to the number of more than 600, two-thirds of the books being juvenile. Permanent relief can come only through a large increase in the appropriation for the coming year. A new registration of card holders was begun in May, after an interval of about five years. This was preparatory to the introduction of the Newark charging system in August, in place of the old slip system, a change welcomed especially by the public. Seven appointments on the staff were made during the year, including a second assistant cataloguer and an assistant janitor. With an increase in the cataloguing force more continuous work on the reclassification of the old books in the basement of the stack was possible, books in French receiving chief attention. In connection with the commemoration by the Cambridge Historical Society of the two hundred and seventy-fifth anniversary of the settlement of the city, Dec. 21, 1905, was issued a special supplement to the monthly bulletin on "Books, Pamphlets, etc., relating to Cambridge." Among other special lists, those of "Fifty books for older boys" and "Fifty books for older girls" were designed to bridge over the gap between the juvenile and the adult age, the books on the lists being placed on special shelves of the delivery room. In addition to the regular school delivery, the work with the schools took, in midwinter, a new turn. The pupils of the ninth grade of all the grammar schools and of the two parochial schools came, one afternoon each grade, to the library for instruction in the work of the library, and especially in the use of the card

catalogue and of reference books. After the talk, the pupils were shown, in relays, about the whole building. The traveling libraries have been increased to 15, the last 3 being smaller than the regular ones deposited at the local stations. During the summer, the count for the traveling libraries passed, for the first time, that of the local delivery from the main library by a large margin. Two social settlements and two fire stations have become deposit stations, and two men's clubs have received the newer traveling libraries. The library is reaching out in a new way by its arrangement to have the council meetings of the Cambridge Historical Society, and also some of the meetings of the D. A. R., held in the trustees' room; and the Cambridge room is being made the depository of their books and other material. The total increase in circulation for the year ending November, 1906, is nearly 13,000 over that of the previous year, the figures being, respectively, 228,779 and 241,462.

**CANTON.** The sum of \$1,500 towards the expenses of administration and maintenance of the library in 1906 was contributed by Augustus Hemenway. The exhibitions of the collections of the Library Art Club are much studied, and will be continued. Additions are being made to the collection of Massachusetts town histories; and gifts of ancient maps, chiefly of local interest, have been received. The history of Canton is receiving attention; and the Canton Historical Society has offered prizes for a public competition to encourage "a knowledge of the town's history, and that good citizenship which grows naturally from such knowledge." This is confined to pupils of the junior and senior grades of the public schools.

**CARVER.** The present quarters are not equal to the requirements of the library, and more shelf room is needed. A branch was established at Bates Pond in 1905; but that and the branch at North Carver have been suspended in consequence of the removal of their former custodians. They will be reopened when proper arrangements can be made. The pupils of the schools, the aged and the sick are favored by allowing them as many books as they can use, to be retained as long as they are needed, without fines.

**CHARLEMONT.** The circulation of 1905 showed a liberal increase. The librarian pays a tribute to the children of the village schools. "Their constant presence at the library has been an inspiration and real help. They have been granted equal rights with their elders, and have proved themselves worthy of the trust. They have given zealous and valuable help. One little school girl issued books, received them when returned, and kept the records and shelves in perfect order for weeks, while the librarian, unable to

fulfill her duties, rested in perfect assurance that, nevertheless, they would be faithfully discharged."

**CHARLTON.** The library was removed to its new room in the Dexter Memorial Hall in March, 1905; and the circulation of that year showed an increase of over 40 per cent. With an apparent steady increase of interest in the library, there seems to be a marked interest in profitable reading, which encourages the trustees to spare no pains to keep the institution up to as high a mark of usefulness as the appropriation of funds will allow. A portrait of William H. Dexter, the donor of the Dexter Memorial Hall, has been placed in the library. Gifts of books and pictures have been received from friends; and a collection of pictures from the Woman's Education Association has been exhibited.

**CHELMSFORD.** Adams Library. Charles H. Greenleaf, "after about ten years of service, in which he gave the library much unrequited care," resigned the position of librarian in June, 1905, and was succeeded by Edwin R. Clark.

**CHELSEA.** To test the popularity of the open shelves, a separate record was kept, and the result showed that over two-thirds of the books loaned from the fiction class were taken from those shelves. The open-shelf service is limited, only about 4 per cent. of the books being thus exposed. A card catalogue and an open shelf of new and other interesting books have been placed in the children's room.

**CHESHIRE.** Summer boarders are given the free use of the library. The Woman's Education Association has loaned a traveling library.

**CHESTER.** The circulation of 1905 exceeded that of any previous year. The available shelf room is all taken up, and a new book stack will be a necessity of the near future.

**CHILMARK.** The librarian says: "The past year (1905) has been an unusually prosperous one; and our modest little library is increasing in usefulness year by year." Mrs. M. L. Kobbe donated about 400 popular books, which are being extensively read; and several summer friends have made helpful donations.

**CLINTON.** The home circulation of 1905 showed a loss of 11 per cent. "There is an ever-increasing demand for works of fiction, and while the directors would be glad to note a greater call for books of a different character, they have placed upon the shelves this year a larger number of novels than ever before, appreciating the fact that in every community of busy people there must be many who read chiefly for recreation and amusement." Collections of photographs and other pictures have been exhibited from time to time, and have been viewed with interest and appreciation.

**COHASSET.** The directors of the Paul Pratt Memorial Library report a gift of \$3,000 from Charles A. Welch, which has been used to strengthen the weak places and fill up the empty spaces among the books. The temporary agreement between the trustees of the Cohasset Free Public Library, acting for the town, and the directors of the Paul Pratt Memorial Library, which expired in March, has been renewed for a further term of three years. By this agreement the latter library is the custodian of the books of the town library, the town retaining the ownership of such books and of all which may be purchased by town appropriations, and the income of town funds. By rules which have been adopted relating to the public schools, it appears that the directors are aiming at co-operation with the schools on broad and liberal lines. "The librarian is expected to co-operate with the teachers of the public schools and assist them in their work in every possible way." There is no restriction as to the number of books which may be taken by teachers, and, practically, no limit of time. Designated books for supplementary reading in school work shall be placed upon a table or shelves for use by the pupils in the library, and such books "shall be withdrawn from general circulation so long as they are needed for this purpose." Vacation privileges were granted during the summer, by which allowance was made for three books of fiction and two of non-fiction "which are not in great demand," to be retained not over six weeks. Two persons interested in library work have given together the sum of \$200. An increased use of the library by summer residents has been noticed during the past summer.

**COLRAIN.** Many more families are using the library than ever before, and those who have always taken books are reading more. The books are kept in a private house; but the time will soon come when a suitable library building must be provided, if the library is to continue to do good work and be of use to the people. The branches at East Colrain and Elm Grove have been suspended, but it is hoped that they will soon be reopened.

**CONCORD.** The schools make extensive use of the library; and the teachers may have an unlimited number of books for school work. At the West Concord school, which is the only school at a distance, a weekly delivery is made, which is used by the people of the neighborhood. At ten years of age children may have one book, and after entering the high school may have two, provided that but one is fiction. Two cards are allowed to adults; and a special card is given to those who require books for study, which allows three, four or six extra books.

**DANA.** Dana Centre Public Library. "The work of this library has been very active during the year; both old and young have shown much interest in reading matter, and their many different tastes are well supplied with books from the best authors and latest publications." The Petersham Memorial Library made a gift from its duplicate volumes.

**DANVERS.** A small musical collection of standard composers has been added to the library. Material for study clubs and for all the special days observed by the schools has been furnished, type-written lists being prepared in advance. Titles of all new books have been printed monthly in the "Salem News." During the present year, plans have been adopted for enlarging the work with the schools, and the town has made a special appropriation of \$450 for that purpose. Besides sending books to each school building for supplementary work, the distant schools are made delivery stations for the neighborhood. By this means many are reached who are far from the regular stations.

**DARTMOUTH.** Southworth Library. During the present year the town appropriation has been increased; the library is open more hours in the week and is in a flourishing condition, having largely increased its circulation.

**DEDHAM.** An annotated list of books for the use of the children of the public schools has been issued. The use of the Oakdale branch is rapidly increasing and demands a larger appropriation. At East Dedham is a reading room, formerly reported as a branch library, under the care of a school janitor, where books are kept for reference and not for circulation.

**DEERFIELD.** South Deerfield Town Library. The library has been moved into larger and more convenient rooms, uniting with the reading room. The 4 branch libraries are in school districts.

Dickinson Library. This library sends parcels of books from time to time to two outlying districts, West Deerfield and Stillwater, where they are distributed among the farmers' families.

**DIGHTON.** A delivery station has been established at Broad Cove, which has been most successful. The present library room is inadequate, and a larger and better room is needed to provide for the increase in books and patronage.

**DOUGLAS.** Miss Alice E. Luther, who had been a faithful librarian for many years, died Dec. 5, 1905; and Miss Vera H. Warner was chosen as her successor.

**DOVER.** Dover Town Library. An increased circulation in 1905 was "largely due to the use which the public school teachers made of the books. They took a large number of volumes from the library

to the schools, to be used by the pupils, changing them from time to time."

**Barden Library.** A system of family libraries is about to be put into operation. Small oak cases containing a collection of books, varied in character to meet the possible needs of the different members of a family, will be sent out, with suggestions as to their care and use.

**DRACUT.** There is a growing demand upon the library by the teachers and scholars of the public schools for books to be used in connection with their studies. A bequest of \$50 has been received.

**DUNSTABLE.** By the will of Mrs. Sarah Roby the town will receive a legacy of \$10,000 for the building of a library and town house. The library co-operates with the schools by purchasing books which are helpful to teachers and pupils, and by giving teachers access to the shelves at any time.

**EAST BRIDGEWATER.** A noticeable feature is the increasing number of school children who are constant users of the library. The Browne charging system has been adopted. In April the library received a bond for \$2,000 from the residuary legatees under the will of Nancy E. Rust, establishing the Rust Fund.

**EASTHAM.** Delivery stations, with fortnightly service, have been established in the north and south sections of the town. Crayon portraits of the late Robert C. Billings of Boston and the late Matthew Luce of Boston, one of the executors of the Billings estate, have been hung in the library.

**EAST LONGMEADOW.** The library has been recatalogued, and the charging system has been changed from the ledger method to cards. A building, or a room which the library could have to itself, is needed.

**ENFIELD.** An offer by Mrs. Cyrus F. Woods to erect a library building as a memorial of her husband has been accepted by the association. Because of this, and in order that the association may hold property and exercise the full rights and duties of a corporation, it has become incorporated under the general law as the Enfield Library Association.

**EVERETT.** Frederick E. Parlin Memorial Library. A steady loss in the home circulation since 1898 is reported without comment; but investigation shows that, while a decrease is shown at this library, the total circulation in the city has increased nearly 25 per cent. during that period. The opening of the Shute Memorial Library in 1899 attracted most of the readers of the populous eastern section of the city, and a circulation was begun there which has increased each year. More room for the children is needed to



accommodate the large attendance of readers. The library grounds have been largely improved, at the expense of Albert N. Parlin of Boston, the donor of the building. James Skinner, to whom "in a special sense belongs the credit of founding the Everett Public Library," and Henry A. Tenney, both trustees and former chairmen of the board, died in 1905.

Shute Memorial Library. This library finds itself with increasing circulation, and inconvenient and cramped space for the children; and the trustees renew their former wise recommendation for the taking of adjacent land for a future extension. The librarian commends the open shelf, but mentions the disarrangement of books, which causes more labor on the part of the assistants. The work with the schools progresses, and the teachers are working better with the library.

FAIRHAVEN. Reference work has increased in a great degree and seems to show a better understanding in the community at large of how to use books, and a wider, more healthy interest in affairs present and past, and especially in art. Selected lists of books and periodicals have been prepared to accompany the study programmes of local reading clubs and general courses in the schools. The collection of fiction has been carefully revised, attention being given to merit, condition and degree of use. The literature section of the A. L. A. catalogue, covering about 2,000 volumes, has been distributed and used as a finding list. Special exhibits in varied lines, including those of the collections of the Library Art Club, have been given. The report of the librarian contains some timely remarks upon the uses of the children's room, and the prevalent abuses which are common in all libraries, especially of the dangers of over-reading, and the sometimes evil advantage which is taken of the evening use.

FALL RIVER. The work of preparing a card catalogue preparatory to issuing a printed catalogue is nearly completed. A large addition has been made to the shelving in the stack room and more is needed. The demands on the reference library constantly increase, and the facilities of the reading room are taxed to the utmost. These rooms are open to the public on Sundays from October to May, both inclusive, and this privilege appears to be greatly appreciated. The children's room has become one of the most important departments of the library. It contains over 7,500 volumes, to which card holders have direct access.

FALMOUTH. Falmouth Free Public Library. Delivery stations have been established by this library at Waquoit and East Falmouth.

FITCHBURG. The circulation of 1905 showed a loss below the records of the previous two years. A reduced appropriation caused a

reduction in expenditures, especially in the purchase of new books. Books in German, French and Swedish have been furnished, and now the needs of the Finns, the Italians and the Hebrews are under consideration. A finding list of the Jenk's collection of music was published in the early part of the present year. Under the auspices of the Woman's Club, an exhibition of paintings by Boston artists was held in May. At the beginning of the present school year, a circular letter was sent to the public school teachers of the city, inviting full use of the library. By the rules, teachers may have cards on which 6 books may be taken at one time. A teacher, "upon the recommendation of the superintendent of schools, may take from the library 25 books at one time, especially for the use of the pupils. Books taken on these special cards may be kept four weeks, and shall be upon subjects connected with the studies of the schools."

**FOXBOROUGH.** The will of Mrs. S. Almira Alden contains a bequest of \$500 for the purchase of books, which becomes operative upon the death of her son. Teachers and scholars are assisted in their work by the use of all the resources of the library.

**FRANKLIN.** The number of persons taking books for home use increased about 33 per cent. in 1905, and the circulation showed an excess of about 65 per cent., for which "much is due to the free access to the books, and the comfort and attractions of the Ray Memorial Building." The children's room was opened for use in January, 1906. Mrs. Peirce and Mrs. Thayer, the donors of the building, have completely furnished this room, and placed 1,500 volumes upon its open shelves. The books were purchased with money which the late Joseph G. Ray deposited in 1848, when sixteen years of age, in a savings bank. The original deposit of \$75 had increased to \$1,087.08 when used.

**GARDNER.** "The school libraries are proving themselves a most important factor in developing a taste for reading among the pupils. In many cases the children are too young to go far for their books, and with these at hand they may learn to find some resource for an idle hour or a dull evening other than the streets and doubtful companionship. With the kind co-operation of some of the teachers, an effort has been made to keep in touch with each child and know what he is reading, and it is gratifying to note an increasingly wide range in their selection. In some schools there is less of fiction read than of other classes. Books of travel seem to be the favorites, and biography and nature books are much in demand." Later, the librarian writes: "The number of school libraries has been increased, and the children, as heretofore, keep a record of the books they read, which is examined by

the librarian, those of marked excellence being exhibited in the central library. The average of reading in such schools is far higher in character than that of those children who borrow from the central library without special supervision. In each school a deputy librarian and two assistants are appointed among the pupils, who relieve the teachers of much of the responsibility, and by their enthusiasm add much to the effectiveness of the work. Personal visits are made to the schools by the librarian." The home circulation in 1905 slightly exceeded the high limit of the previous year. There was a large increase in the circulation of the books of the Bodley Library.

**GLOUCESTER.** Village Hall Library, Annisquam. An increase in its number of books has caused a removal to a larger room. Although this is a subscription library, all school children are now admitted free to its privileges. Books of reference on subjects connected with nature studies have been provided, and a competitive interest has been excited among the children and residents of the village. Prizes are to be awarded next summer for the best collections of natural objects.

**GRAFTON.** An increase in the library hours has been of much convenience, and has led to the spending of more time in the library, to an increasing acquaintance with the books and a better knowledge of what is in the library, and especially to a much more constant use of the reference and reading rooms. A plan has been inaugurated for a larger use of the library by the pupils of the high school. The card catalogue has been brought up to date. It is reported that the will of the late Charles H. Nelson of Grafton provides that the town of Grafton shall receive upon the death of Mrs. Nelson \$75,000 in cash and his home estate for the purposes of a public library and a park.

**GRANBY.** A legacy of \$500 has been received from the estate of Mrs. Mary A. Kellogg.

**GRANVILLE.** The branch at Granville Centre has been continued and that at West Granville has been re-established. Small collections of books have been placed in the schoolhouses of four remote districts for the use of the inhabitants, as well as for the pupils of the schools. The teachers co-operate in the care and distribution of the books. The library was closed for six weeks in the fall of 1906 for the purpose of making a card catalogue.

**GREAT BARRINGTON.** The trustees have received a cash gift of \$100, for the purchase of books, from Mrs. G. D. Farrar; and about 500 volumes have been recently added to the library by purchase

and gift. Many books have been bought with direct reference to school use.

Housatonic. The heirs of the late Theodore G. Ramsdell, in carrying out his wishes, are building a memorial library building at Housatonic. The building, which will cost about \$25,000, is of gray brick and marble, with the interior finish of marble and oak. It will have a shelving capacity of 30,000 volumes. It is expected that it will be completed about the first of March; and it will be presented to the town of Great Barrington for the free use of its citizens.

GREENFIELD. Greenfield Public Library. A new library building is needed, as the collection of books "is too valuable to be so carelessly housed. More space will soon be an absolute necessity." The "duplicate collection" is a popular feature of the distributing methods of the library. Some of the most satisfactory work has been the use of reference books by the children. The library has received under the will of the late Anne W. Cushman a collection of about 100 volumes. Among these are books of genealogical value and some interesting first editions. Two new deposit stations have been established, there now being 6 in use. Five of these stations are in the district schools and the high school, and are cared for by the teachers. The other is a neighborhood library, doing good work, on the Bernardston road, and is in the care of Mrs. J. C. King.

Greenfield Library Association. This library has received a legacy of \$1,000 by the will of the late Mrs. William B. Washburn, widow of one of the founders of the library. There has been a large increase in the circulation during the past few years. The departments of fiction and biography have been rearranged. By the recent death of Mrs. George H. Hovey, a bequest of \$5,000 in the will of her sister, Mrs. Maria L. Hosmer of Brooklyn, N. Y., becomes available for the benefit of this association.

GROTON. The library is being recatalogued by the Dewey classification, with the Cutter-Sanborn tables. "In the circulation of books there has been no great change from previous years; but an increased use of reference books and books on special subjects within the library building has been noted with satisfaction. The reading room has been well patronized, and has undoubtedly been the means of disseminating much valuable information in regard to current events." A classified catalogue is desired. Twelve exhibitions of the collections of the Library Art Club were given in 1905.

**GROVELAND.** Borrowers are admitted to the shelves on application to the librarian. "This privilege has been accepted by many at each opening of the library, and has facilitated the work, as well as having been greatly appreciated." The subject of a reading room has been considered, and it is hoped that the time is not far distant when such a room may be established.

**HAMPDEN.** Mrs. Joanna Burleigh Holt of Stafford, a former resident of Hampden, has left by will the sum of \$500, the income of which is to be used for the purchase of books. There are no delivery stations; but the teachers in the outlying districts take a number of books for supplementary reading, and these are used in some cases by the families.

**HANSON.** The usefulness of the library has been largely extended by the branch libraries, which are furnishing books to citizens who were not formerly readers. Miss Drew of the North branch has succeeded, after several years, in collecting a complete set of town reports, an example which should be followed by every librarian in the State. Dr. L. Vernon Briggs of Boston has added to former gifts to the Hanson Library Association, forming a memorial of his sister, which is named the "Donation in Memory of Harriette S. Briggs." A list of books desirable for school use has been prepared at the South branch, and pupils are urged to make their selections from it.

**HARDWICK.** Paige Memorial Library. The Hardwick Free Town Library and the Lucius R. Paige Library have been consolidated under this name. The library building, built from funds left by the late Lucius R. Paige, D.D., has been completed, and was dedicated with appropriate exercises, June 27, 1906. The library has now about 600 volumes, in place of about 5,000 volumes which were lost in the fire of February, 1905. Miss Hannah R. Spooner, who had been librarian of the Ladies' Free Library Association and the succeeding libraries for over twenty-five years, resigned July 1, 1906, and has been succeeded by Miss Nettie C. Bridges.

Gilbertville Public Library. The circulation has increased, particularly among the school children.

**Haverhill.** There was a gain of about 11 per cent. in the circulation of 1905. The delivery room has been changed into an open-shelf room and furnished with about 1,200 volumes of new books. "Under present conditions, it is considered that this arrangement is as satisfactory for the casual reader as can be desired. Students are admitted freely to the stack, but with the present unclassified condition of the old part of the library, and the construction of the stack, the general public would derive no advantage from a com-

plete open-shelf arrangement, and the library would suffer a distinct loss from the disarrangement of the books, which are located only by number and not by subject." The children have access to all their books, by which the wear and tear are increased, and the confusion on the shelves adds to the difficulty of finding special books. In the purchase of books, those of short-lived popularity have been bought sparingly, and subscription books not at all. Large additions of first editions of Whittier and books about him have increased the Whittier collection, which is already large, and aims to become the best in existence. Particular attention has been paid to the collection of local history, especially that of northeastern Massachusetts. Everything relating to Haverhill or of Haverhill origin, including books, magazine articles, newspaper clippings, pictures, programmes, etc., has been eagerly sought. The school work has been carried on with continued success. The traveling libraries which are sent to the schools in the country districts are intended to be used by the neighborhood as well as by the school children. Books have been sent regularly to parochial schools, and admirably selected lists have come from those schools. A Hebrew club, whose object is educational, has been furnished with books, and good work has been done there by the enthusiastic men in charge. Standard Russian literature, in the Russian language, has been bought for this branch and has been largely used. The Washington Street branch has been removed to more commodious quarters on Washington Square, the most central location in the city. This branch is planned to be a complete library, with the best books for circulation and reference, and a good collection of newspapers and periodicals. "It was designed to meet the needs of the average men and women, chiefly those of the wage-earning and foreign classes. We feel that the object is being attained, as the circulation has increased and the attendance is good. The main library is not centrally located, but this branch is."

**HINSDALE.** The closing of the woolen mills has caused the removal of over 40 families, which will tend to diminish the circulation. The schools use the library to some extent, and the summer guests make use of it while in the town.

**HOLBROOK.** Continued growth and progress are reported, and the needs keep pace with the growth. The problem of shelf room becomes each year more difficult of solution. Every foot of available space has been measured and calculated, and books are crowded in inconvenient piles. A more quiet and commodious reading room is needed. The acceptance of the offer of a collec-

tion of costly engravings of the works of the old masters has been deferred until some safe place can be devised for it.

HOLLISTON. The trustees say: "The year now closed (1905) has been the best year in the history of the library, in attendance, in general interest, in circulation of books, and in educational value to readers of all ages and conditions in life. The reference department has received much attention, and is increasing in popularity and usefulness among the scholars in the public schools, as well as the adult visitors. Purchases of fiction have been limited to books of established reputation, or those especially noted in trustworthy reviews, although requests for new publications have been usually met when possible." The advanced classes in the public schools make good use of the reference department.

HOLYOKE. The circulation in the children's department increased 10 per cent. in 1905, and the number of juvenile applications was 33 per cent. larger than that of the previous year. A list of select children's books was printed, and an attractive certificate offered to those who read 6 of the listed books during the summer vacation. This was intended to induce better reading, and was very effective. Five hundred children chose most or all of their summer reading from the list, and over 200 won certificates. The use of the reference room is becoming more widely recognized and utilized by the citizens than formerly. The gift of over \$200 worth of books by the Medical Association is reported. Desirous of having available a collection of the best and latest works in their line, the association offered to purchase and present them if a suitable place for them could be furnished. The books have been received, catalogued and shelved, and are in use by physicians and nurses. Two hundred and eighty-six volumes in the French language received a circulation of 2,512 in about ten months.

HUBBARDSTON. The will of Mrs. Eliza Pierce Church of Newton contains a bequest of \$1,000 for the benefit of this library, the conditions of which have not been made public.

HUDSON. The new building, which was opened to the public in November, 1905, was an incentive to a larger use of the library, and the home circulation began to increase. Donations of books and other articles followed the removal; and the several literary clubs and the high school contributed furniture. More work is done with the schools than was possible in the former quarters. The reading room is freely used by adults, and the children's room is very popular with the young people. The library is now open on four week days.

**HYDE PARK.** The circulation of 1905 showed a liberal gain. The children's department shows an increase in use. "There has been the same interest and studiousness as during the previous year. Seven nationalities are sometimes represented in the room at the same time. A little fellow hugged the 'Story of the Flags' as he took it to the desk and inquired if the flag of Italy was there, and if he might take the book home. Even Benjamin Franklin, himself, might have been surprised if he had suddenly appeared when the library was being taxed for information about the man who used a kite to so good a purpose." Temporary residents are allowed to take books by making a deposit of \$2, which is refunded when they leave the town.

**IPSWICH.** The number of juvenile readers has been more than doubled by the removal of the age limit; and an increase in the use of the higher classes of reading is noticed in the general circulation. Teachers have special privileges, and there is a better co-operation between the library and schools.

**KINGSTON.** The library is used by the children of the schools, both directly and by books drawn by the teachers. Special collections of useful books, changed at intervals, are laid out where they will attract the children. The will of Byron C. Quimby of Kingston contains a bequest of \$500 for the use of the library. Portraits of Rev. Martin Parris, the schoolmaster of Kingston early in the last century, and his wife, bequeathed by Mrs. Mary Peckham of Kingston, have been hung upon the walls of the library.

**LAKEVILLE.** Additional space has been added to the room in the town hall building, giving, besides better light, room for more shelving; and a friend has contributed a reading table and chairs. A traveling library has been loaned by the Woman's Education Association. Non-residents are allowed the use of the library by paying a fee of 50 cents per annum.

**LANCASTER.** The home circulation showed a gain in 1905; but the school circulation made a loss, due to a long epidemic and "the absence of some teachers who interest themselves particularly in the children. . . . During December and January the librarian gave a course of lectures at the high school on the use of the library, the pupils taking notes. The school was divided into four classes, for practical work in the library. Questions were given them on the card catalogue, the periodical indexes and the reference books, and they were graded according to their work. . . . The pupils did exceedingly well and improved steadily. In this connection it is interesting to note the largely increased use of the library by



the high school pupils this year. They are coming to the library regularly and using the reference books much more than heretofore." The experiment of varnishing books, mentioned last year, has been especially successful with the juvenile books and those used in the schools.

**LANESBOROUGH.** This library is open to summer visitors, who make a small deposit, which may be returned if no loss or damage has occurred. A catalogue is being made, which will probably be printed. A crowded room is a serious disadvantage; but steps are being taken towards erecting a library building, and the sum of \$500 has already been offered for that purpose.

**LAWRENCE.** There was a gain in the circulation of 1905, and a largely increased use of the reference room. Books were sent to two vacation schools with excellent results. The librarian was empowered to grant the privileges of the library to non-residents, under certain conditions. The children's department is growing, and its call for "more books, many more, in fact, is as urgent as ever."

**LEE.** The library still depends upon the Tabard Inn for its supply of fiction. Teachers and pupils of the public schools are allowed access to the shelves and an extension of time on loans, if required in school work. Andrew Carnegie has given \$10,000 for a building, to which the town has added \$23,000; and land has been purchased for \$7,000, at the corner of Main and Franklin streets. A plan for a building, submitted by Henry S. Moul of Hudson, N. Y., has been accepted. The plan calls for a building 60 by 45 feet, with a wing in the rear for the book stack. The material will be of rock-faced marble from the Lee quarries, with cut trimmings. The front, on Main Street, will have a recessed entrance, with two large columns. A flight of steps will lead from the sidewalk to the grounds and another flight up to the entrance, the intervening space being on an incline sufficient to show the lawn from the street, which is low at this point. The structure will be unlike any building in western Massachusetts.

**LEICESTER.** The home circulation of 1905 at the central library exceeded that of 1904 by over 25 per cent., which was the largest increase of any year, with the exception of 1901, when it was slightly larger. The plan of placing graded lists of books in the schools "has not met with so hearty a response outside the center as the librarian and trustees had been led to expect. Enough, however, has been accomplished along that line to demonstrate the worth of such work and the value of the library as an educational force outside the ordinary channels." Valuable additions have been made to the reference library; and the books in that

department are freely used by students and club women. "Never before have the academy students used so intelligently and in such great numbers the works of reference in this room and the more important United States histories in the stack room."

**LENEX.** Five hundred volumes have been given as a memorial of the late Ethel Latimer Cram.

**LEOMINSTER.** The work of recataloguing is being continued. The use of the reference room is steadily growing, and many new books have been added, which will increase its usefulness. "The year's work has suffered from many interruptions; but the general result shows unusual progress, and makes, therefore, a satisfactory record for itself." A gift of \$500 from the estate of John C. Stratton, a former resident, is reported.

**LEVERETT.** A traveling library of the Woman's Education Association was kept at the Hillsborough branch during 1905.

**LINGTON.** The home circulation of 1905 exceeded that of the preceding year. The Browne system of charging has been adopted. The problem of a sufficient supply of ephemeral literature has been met by resort to the Book Lovers' Library and the Bodley Club; 177 volumes thus provided circulated 2,407 times. The new building has been completed, and was dedicated by brief and simple exercises on the afternoon of July 16, 1906, there being no public demonstration, in accordance with the wish of the donor. The dedicatory address was by Rev. Charles F. Carter, chairman of the trustees. The building, which overlooks the battle ground, follows the lines of a capital L. The basement, which is above ground, is of field stone from the Cary farm; and the upper structure is of brick, faced with a soft-toned gray concrete. The main entrance at the junction of the wings opens into an octagon vestibule, by which access is had to the delivery room in the center of the building, which is lighted from the ceiling. At the right of the delivery room are the reading room, of an oval shape and of good proportions, and an exhibition room. The children's room, in the other wing, is furnished with suitable furniture, and has recessed cases for about 1,200 books. A fireplace and mantel of quaint Moravian tiles adds to the attractiveness of this room. The reference and trustees' room is next to the children's room; and beyond that, across a small hallway, where there are stairs leading upward and downward, is the stack room, with a present shelving capacity of about 22,000 volumes, which can be doubled when required. The woodwork throughout is of weathered or brown stained ash in a harmonious tone; and the floors are of quartered oak. The walls are rough finished, and are painted a neutral tone

of green, excepting that of the vestibule, which is a pale terra cotta. The new building and the land on which it stands are valued at about \$50,000. The land was the gift of the Cary heirs; and the building is the gift of Miss Alice B. Cary as a memorial of her mother, Mrs. Maria Hastings Cary, the former benefactor of Lexington and its library. The architect was Willard D. Brown, a native of Lexington. The building is "a picturesque and rambling structure, somewhat suggestive of the mission style, but yet of no distinctive type of architecture, it having been the purpose to make it appropriate to its uses, for which it was planned and built."

**LITTLETON.** The experiment is being tried of opening on Sunday afternoons for reading purposes. The trustees say: "The privileges of the reading room should enter as deeply as possible into the life of the town, and it is hoped that this more extended use may be a great benefit." The card and slip method of charging has been changed to a modified Browne system. It is endeavored to secure all books required by the schools. Purchases have lately been made of books which serve as supplementary reading for children in the lower grades. A gift of \$1,000 has been received from Nahum Harwood of Leominster, a native of Littleton. Miss Sarah F. White, who had served as librarian from the founding of the library, resigned in March, 1906, and has been succeeded by Mrs. Adelia M. Parker. The trustees say: "The usefulness of this institution has been, to a remarkable degree, due to Miss White's assistance; and for the many results accomplished under her direction the trustees extend, in behalf of the town, their word of appreciation and gratitude."

**LONGMEADOW.** This library is "constantly increasing in popularity. While fiction is, and always will be, the chief demand of a circulating library, it is gratifying to note a large and increasing call for books of more substantial character." A gift of \$1,000 has been received, "to be used at the discretion of the trustees," from one whose name is withheld. It has been decided to hold it as a fund, the income of which will be devoted to the enlargement of a single department, not yet specified. The trustees very aptly suggest that the town appropriations should steadily increase in proportion with the steadily enlarging influence and usefulness of the library.

**LOWELL.** The home use of books in 1905 showed a loss of more than 16 per cent. from that of the previous year, which is to be attributed, probably, to the lack of new books. The city appropriation was reduced by \$3,000, the committee suggesting that

the income of the Davis fund be used for the expenses of administration, a recommendation which the trustees strongly opposed. An increased use of the reading room, especially by the artisan class, is noted, indicating that the library is helping in practical lines of advance.

LUNENBURG. The home circulation is increasing. The trustees say: "We have a collection of books of which we may well be proud, but our room is exceedingly inadequate. At our last meeting the town was offered by the Massachusetts Audubon Society books and charts exceedingly instructive and interesting. The offer was refused for lack of room, not only shelf room but wall space for the charts. It seems a pity our children and young people should lose these educational advantages. Cannot our town give something each year toward raising a sum to be laid aside for a library building?"

LYNN. The 300 books comprising the twelve special school collections, mentioned in the report of last year, were used by 7,305 readers. Two additional sets were made up this year. It may be of interest to record the 14 books which have proved to be popular with the school children of Lynn. They are: "Robinson Crusoe," "Tom Brown's School-days," "Hans Brinker," "The Wonder Book," "Marmion," "Docas, the Indian Boy of Santa Clara," "The Arabian Nights," "Uncle Tom's Cabin," "Little Women," "Five Little Peppers," "Heidi," "The Little Colonel," "The Red True Story Book," and "The Story of King Arthur." In February the trustees voted to assume the payment of the salary of Miss Jennie W. Bubier, who had been in charge of the department for the blind under the committee appointed by the Lynn Historical Society. Upon this action, the committee presented the collection of books for the blind, numbering about 200 volumes, and promised to purchase all books needed for future use in that department. Miss Bubier, who has been blind from infancy, is said to have the distinction of being the only blind librarian in the world. On three afternoons of the week there is a pleasant club of the blind at the library, when there are study and travel talks given by Miss Bubier. A bequest of \$500 has been received from the estate of Dr. Martha J. Flanders, who died in 1898, and another of the same amount has come by the will of Horace N. Hastings. Valuable books, pictures and antiques have been received by gift.

MALDEN. A slight increase in the home circulation of 1906 has been accompanied by a large increase in the circulation from the children's room, amounting to over 10 per cent. in eleven months.

The age limit has been practically abolished by a change in the rules. Two volumes of a work may now be taken upon one card. The lines of old established work have been strengthened and advanced; and it is proposed to increase the library staff in order that other desirable activities may be entered upon. A delivery station, which has not shown good results, has been removed to another locality, with better prospects of success. The Sunday opening of the reading and reference rooms has not received that patronage of the public which was once anticipated. The large circulation of Sunday newspapers and cheap magazines may account in part for its decline; but it is likely that local conditions have been a more effective cause. The electric roads, which offer cheap excursions in many directions, are not conducive to Sunday reading; while the proximity of the city to the beaches, with their Sunday attractions and ease of access, is a factor in the matter with which libraries remote from the seashore do not have to compete. Exhibitions of the collections of the Library Art Club in the trustees' room and loan exhibitions of paintings in the art gallery have been given, as in former years.

**MANSFIELD.** An auxiliary committee of ladies, who had previously procured pictures and casts for the library, held a very successful entertainment, which gave a sufficient profit to pay for some additional casts and a handsome hall clock, which has been placed in the library.

**MARBLEHEAD.** The home circulation of 1905 was greater than in the years immediately preceding, and the percentage of fiction slightly increased. A gift of \$100 was received from Richard Mason of Philadelphia, a summer resident, who, on returning his books at the close of the season, thus expressed his appreciation of the treatment he had received. Mrs. Mary Gerry Brown, who had been librarian since the founding of the library in 1877, died April 21, 1905. Mrs. Sarah E. Gregory, who was Mrs. Brown's assistant for twenty-eight years, is her successor. Daniel Appleton, who had been trustee and secretary of the board since 1877, died Oct. 12, 1905.

**MARSHFIELD.** Ventress Free Library. The trustees say that, "while it has been their practice to consult the preferences of the townspeople to a large extent in the choice of books for the library, yet they have felt an obligation to safeguard the library from becoming a mere bureau for the distribution of the latest fiction; and they are persuaded that the true aim of a library will be better served by an increase, rather than a decrease, in the percentage of the works of permanent value." Reference books may be taken from the library, to be returned the next day.

Clift Rodgers Free Library. This library at Marshfield Hills is free to the inhabitants, but receives no assistance from the town. Clift Rodgers gave \$4,000 for the building, which was completed and opened to the public in 1899. An additional sum of \$1,000 was given by Mr. Rodgers as an endowment. The citizens help towards the maintenance of the library.

**MATTAPOISETT.** A bronze tablet has been placed in the vestibule of the building expressive of the gratitude of the town to George Purrington, Jr., for the gift of the building, and to Samuel D. Warren, for the gift of the land on which it stands. The circulation of 1905 exceeded that of any previous year. A "rural delivery" has been established for the benefit of the inhabitants of the northern section of the town, for which special cards, with special rules, are used.

**MAYNARD.** The library has received a bequest of \$182.37 from the estate of the late Mrs. Mary Greene. A stereoscope and views have been purchased, which are available for use during library hours. The circulation keeps pace with the times. Instead of making an annual purchase, books are now bought at frequent intervals, a few at a time, which is advantageous both to the library and the public.

**MEDFIELD.** The reading room is now open every evening in the week, except on Sundays. A traveling library of the Woman's Education Association, treating of Greece, with photographs, has been loaned.

**MEDFORD.** The circulation of 1905 showed a loss of about 6 per cent. attributed in part to the extending of the former seven days' limit to two weeks. The necessity "for devoting so large a proportion of money and space to the fiction department" is regretted. Work with the schools has suffered for want of a sufficient stock of books. Books in this service, being in constant use, wear out rapidly, and it needs a large appropriation to keep the department in a good working condition. "In most cities and towns where the connection with the library and schools is close, the books sent to the schools have mainly some connection with their special studies; we claim, however, that our field is a broader one, and that by sending books chosen purely for their literary merit in all departments of literature, the young people are receiving a more extended outlook, and are acquiring a taste for only the best; this we feel is well exemplified by the small per cent. (42) of fiction which the young people's own selection includes." Books are now sent to the city farm, where they remain as long as desired. Stereoscopic photographs have been introduced and are loaned as books are loaned. James A. Hervey, who had been a trustee for more than thirty-five years, died in September, 1905.

**MELROSE.** The home circulation of 1905 was larger than that of any previous year. The juvenile books have been separated from the main collection and removed to the children's room; and the age limit of borrowers has been reduced from twelve to ten years. A loan library has been established in the high school for the use of students, that they may have more free and convenient access to the books used in connection with the studies of the school. Exhibits of the collections of the Library Art Club have been continued, and three exhibitions of paintings were given in 1905. A donation of \$25 for the purchase of children's books, from Miss Mary L. Charles, is reported.

**MIDDLEBOROUGH.** The home circulation of 1905 exceeded that of 1904 by over 11 per cent. The children's room, which seemed at first to be an experiment, has grown to be a great success. Nearly 38 per cent. of the books delivered were taken from that room. At times, it is hardly large enough to accommodate all comers. The school superintendent says, in his annual report: "The schools of Middleborough are fortunate in having such a valuable adjunct as the public library. The efforts of the librarian and her assistants in stimulating the work of reading among the pupils of our schools are highly commendable. That the library is a source of help to our teachers is evident from reports submitted to the superintendent. . . . The teachers also direct to a great extent the reading of their pupils by requiring certain books to be read. In some schools lists of library books are kept on the blackboards."

**MILFORD.** The continued interest of the people was shown by the circulation of 1905, which was the largest in the preceding twenty-five years, and has been exceeded but twice in the history of the library. A separate room has been finished and shelved for public documents, which are now properly arranged and can be used for reference work.

**MILTON.** The circulation of 1905 was 57,349 volumes for a population of about 7,000 persons, exceeding that of the previous year by about 25 per cent. The circulation of the present year will probably exceed that of 1905. The abolition of the age limit and the unrestricted number of books allowed at one time, which may in part account for the increased circulation, are appreciated by borrowers, and the privileges are not abused. The librarian says: "Contrary to the experience of some other libraries, even though our public has free access to all parts of the library, our shelf reading for the year showed only 7 books missing, 4 of which were from

the children's room." Collections of books on special subjects are set aside and reserved for the use of study classes and the public schools.

**MONTAGUE.** Carnegie Public Library of Turners Falls. Andrew Carnegie gave the town of Montague \$12,500, to which he afterwards added \$1,000, for a public library building at Turners Falls, and the town appropriated \$7,000 for land and furnishing. The building was completed and opened to the public early in the present year. It is of granite and Roman brick of a light gray color, with terra-cotta trimmings. A large general reading room and a children's room of the same size occupy the front of the building. In the rear is a stack room, with a commodious reference room and a librarian's room on either side. On the second floor is a hall designed for a museum and natural history room, but now used as a lecture room, with a seating capacity of about 225 persons. The books of the old Turners Falls branch have been transferred to this library, which now contains about 6,000 volumes and has a shelving capacity of about 25,000 volumes. Miss Anna M. Batson is the librarian. The trustees feel that they have "the requisites for successfully carrying on their work, namely, the card catalogue, free access to the books, an ideal librarian, a responsive public and a modern building."

Montague Public Library. Free access is allowed to the shelves, and liberal privileges are given to the schools and literary clubs.

**MONTEREY.** This library has received liberal gifts of useful books, especially of those for reference. Among others, the Public Library of Brookline has been a free giver, recently adding a barrel of books to its former donations.

**MONTGOMERY.** The librarian says: "The past year has emphasized the usefulness of the library. It is a factor in the town which the citizens could ill afford to be without. . . . We have one patron, a boy of about eleven years of age, who has read nearly every historical work the library offers, and, what is more to the point, can give an intelligent digest of any of them." The demand for historical books is large, and the tendency towards solid reading is fostered in the schools. Both teachers and scholars are seeking help in their work from the library. More room is becoming imperative.

**MOUNT WASHINGTON.** There is at present no permanent librarian. Deposits of books are kept at the north and south schools.

**NANTUCKET.** Miss Sarah F. Barnard resigned her position as librarian in July, and died Aug. 27, 1906. She would have completed fifty



years of service in November. Miss Clara Parker has been appointed librarian. The old ledger system of charging has been abandoned and the Browne system adopted.

**NEEDHAM.** The increasing use of the reference books of the library, especially by the young people in connection with school work, is noted. The college students have found the library a good place for special reading. The exhibits of the Library Art Club are divided between the reading rooms at Needham and Highlandville.

**NEW BEDFORD.** With the circulation steadily increasing, and resort to the library for information increasing still more, the necessity for more room becomes more imperative. The use of fiction has decreased from 79 per cent., in 1900, to 67.7 per cent., in 1905, indicating a wider range of reading. This library has probably the largest collection of books on textiles of any library in the country, while many items of books and prints on the whaling industry are unique. Nearly 200 whaling logs are included in the latter collection. These collections are being constantly increased, and diligent search is made in every quarter where new material is likely to be found. The library is strong in Quakerana, genealogy and art books; and it has files, more or less complete, of 34 newspapers, published in New Bedford since 1792. A continuous exhibit of photographs and half-tones is displayed in the reference room, changes being made weekly. Special privileges are allowed for vacation reading.

**NEWBURYPORT.** Newburyport Public Library. A gradual increase in circulation is reported. The great need of the library is more room for all departments; and the necessity is becoming more imperative as the years advance.

**South End Reading Room.** This library closed its first year in its new building in August, 1906, having circulated 11,640 volumes, realizing the most sanguine anticipations of its promoters. An attractive children's room has been furnished and its tables supplied with the best children's magazines by individual givers; and a reading room for older boys and girls has been supplied with periodicals in the same way. The city has made no appropriation this year in aid of this library; and its maintenance has rested upon individuals, who have given liberally, and upon the proceeds of a fair and a rummage sale. The Newburyport Public Library sends books in quantities to be kept for an indefinite time, of which the secretary of the association says: "They are a great help. They give us more variety, and we are enabled to depend on them very largely as far as accommodating the adult readers is con-

cerned. The children's books we prefer to own, because so many of the readers are boys and girls."

NEWTON. There was a slight loss in the home circulation of 1905. The circulation of pictures has increased. Borrowers are allowed to take them in portfolios and retain them for seven days, and sometimes longer if desired. Schools, clubs and students are availing themselves of this use of the pictures. The plan of sending a large number of books to the branch libraries has proved very satisfactory, and the number has been increased from time to time. The children's room is proving very popular.

NORTH ADAMS. The home circulation of 1905 exceeded that of the previous year. The story hours given for the past few years, during the summer months, in the children's room, have steadily increased in interest, the room being crowded most of the time. They are illustrated by nature specimens and stereoscopic views. Because of the crowded condition of the children's room, and because many young girls preferred the adult department, a bookcase labelled "Books young girls like" has been placed near the fiction stacks, thus establishing, in a degree, an intermediate department. Books and pictures have been received from the Richardson estate. How varied may be the demands upon a public library is illustrated by the following questions which were asked at this library in one week: How to impersonate Dickens's characters; how to represent country dances; where an old-fashioned nightcap could be obtained; and where fruit baskets could be bought.

NORTHAMPTON. An arrangement has been made by which, upon an annual payment of \$2,000 by the trustees of Smith College and an annual contribution of \$500 by a donor whose name is withheld, the students of the college are given the privileges of the library until July, 1908, thus restoring the relations which formerly existed between the institutions. The circulation of 1905 showed a slight gain, due to an unusual activity in the circulation of pictures from the art department. As there was but a slight use of the library by the college faculty and students during a portion of the year, under conditions then existing, the gain shows an increased use by the citizens. Notable additions have been made to the collections of pictures, and a beginning has been made towards a representative collection of the originals of Japanese painters. Stereoscopic views have been bought for circulation, with stereoscopes, which have had an extensive use. The technological collection is being enlarged and improved; the result has been to enlist the interest of the male borrowers to a greater

extent than ever before. "The existing shelving has reached its ultimate capacity. There can be no extensive purchases until the question of shelving is settled." The musical collection of the disbanded Northampton Vocal Club, numbering 4,364 pieces, has been deposited in the library. A portrait of the former librarian, Charles A. Cutter, by W. H. W. Bicknell, has been placed in the building. A summer school was held for five weeks, beginning July 16, 1906. Seventeen pupils were in attendance, coming from as far south as South Carolina and as far west as Indiana. The instruction was given by the librarian and the chief cataloguer. Excursions were made to public and college libraries in the vicinity.

**Northampton Public Library.** There was a slight increase in the circulation of 1905. "Free access to the shelves has been continued, subject to certain regulations. It is fully appreciated by the patrons of the library, and serves as a means of circulating books not in general use heretofore." Miss Mary A. Fuller, the librarian of the Florence branch (the Lilly Free Library), after an efficient service of twenty-seven years, resigned in 1905, and has been succeeded by Miss Matilda P. Schwartz, a resident of Florence.

**NORTH ATTLEBOROUGH.** There was a gain in the home circulation of 1905. "The library has steadily continued its good work, and in spite of the work in the shops being so good, has gained rather than lost in circulation. A winter when work is dull always sees an increase in reading, and with our shops so generally running evenings, it would not have been strange if the circulation of library books had fallen off." The inter-library loan system has been of great service; and books have many times been borrowed from Boston and Providence. The Richards heirs, the donors of the library building, have enlarged the reference room to twice its original size, have fitted the reading room tables with individual lamps, and have added two stacks to the shelving capacity. The librarian and teachers make reading lists for the school children from the sixth grade to the high school. Each child is required to read 10 books, which may be selected from a list of about 40. Branches are maintained at New Boston and Adamsdale.

**NORWELL.** A legacy of \$1,000 has been received from Mrs. Benjamin F. Delano of Brooklyn, N. Y., to be used for the care of the library and not for the purchase of books. The circulation is increasing.

**OAKHAM.** The circulation of 1905 was the largest of any year in the history of the library. The will of Mrs. Martha M. Macullar, widow of the late Addison Macullar of Boston and Worcester,

contains a bequest of \$500, to be known as the Reed Memorial Fund, the income of which is to be used in the purchase of books for this library. An offer of \$6,000 for the building of a public library by Mrs. Celia E. Fobes and her daughter, Mrs. Harriet F. Gifford, of Tarrytown, N. Y., was accepted by the town at a meeting in November.

**OXFORD.** The installment of electric lights has added to the convenience and use of the library by allowing it to be opened in the evening. The library hall has been opened to such public meetings as came within the scope of its general purpose. A free lecture course on literary topics was of interest and was well attended. The collection of matter of antiquarian and local historical interest is steadily increasing. A crayon portrait of William Pease, who was organist at the coronation of George IV., in 1821, and is buried in Oxford, is a recent addition of historical value. A "Souvenir of the Charles Larned Memorial and the Free Public Library" has been issued, which contains much interesting historical and descriptive matter relating to the library, illustrated by many views and portraits.

**PALMER.** This library co-operates with the teachers of the public schools in all ways, and the teachers respond willingly. Books are sent to the school buildings; and a catalogue of books suitable for the school grades has been prepared and will be printed. The service of the Bodley Club has been used for a supply of fiction in the general circulation and has been found to be satisfactory.

**PEABODY.** Commencing with the beginning of the present school year, groups of pupils from the eighth and ninth grades of the grammar schools, numbering 6 to 8, are sent to the library, and are given a little talk explaining the use of the card catalogue and of reference books, especially of Poole's "Index" and the "Cumulative Index to Periodicals." With such small groups the librarian is able to give individual attention to each pupil. Before they are dismissed, each pupil is required to look up a few references to some topic upon which he is working in the school room. About one hour is given to each group.

**PETERSHAM.** Books are used by teachers and scholars for reference and study, without limit as to time and the number of volumes taken.

**PHILLIPSTON.** A card catalogue is being made. Pupils of the public schools have access to the library at all times, and use the books freely in their work.

**PITTSFIELD.** The department of fiction was closed about five weeks in the spring of the present year and the rate of circulation declined.

The librarian says: "I have no means of determining whether the 5,000 books of travel, history, biography and science read in April and May were of more real service to the city than the 10,000 books of fiction which were not read. . . . Novels are sometimes more useful when they are not read." The use of the reference room has increased. The use of stereoscopic views has proved so popular that the service has been extended. In extension of the important work done by indexing the "Pittsfield Sun," mentioned in the report of last year, similar indexes have been made of 9 newspapers of western Massachusetts, dating from 1790 to 1858. In a thorough renovation of the fiction department, made by personal inspection of the librarian, about 1,000 volumes were removed from the library. In accompanying experiments in binding, "the covers of a few books were treated with a coating of varnish, upon the advice of another library, but the result is not satisfactory." A duplicate library was begun early in the year, of which the librarian says: "This duplicate library has now been increased to more than 100 volumes, and has met with immediate and increasing favor; and the income from this source, besides maintaining the system itself, enables us to add one new volume to our free circulating department about once in three days." The rental is 1 cent a day.

**PLYMOUTH.** The cost of a printed catalogue of fiction has been paid by Miss Rose S. Whiting, one of the directors. The use of the collection of mounted photographs has increased, and they have proved to be of great advantage for art study, class work, and in the preparation and illustration of various papers and lectures. Miss Mary Pratt has given \$20 for the purchase of reference books; and a bequest of \$500 in the will of Miss Laura Russell is reported.

**PROVINCETOWN.** The most important part of the work of the library is in connection with the schools. Teachers take such books as they require, without limitation as to quantity and period of retention. Pupils do their reference work at the library, with the help of the librarian.

**QUINCY.** The home circulation of 1905 showed a gain, with a slight decrease in the use of fiction. The trustees say: "It is to be regretted that the higher orders of fiction show no greater increase, and that the bulk of reading in that direction appears to be devoted to the most ephemeral kind. . . . The call for really sound reading is insignificantly small. As to the circulation of books in the schools, by far the larger proportion of books taken for children by teachers has been juvenile fiction, showing a very large increase over the year before, almost double. This is no doubt owing to the

fact that the library has been largely patronized by teachers of the lower grades. Of course, the general circulation is very largely youthful fiction, some of it extremely youthful. The library authorities endeavor to guide their selection as best they can; they are guarded in their purchases. Now and then a foolish book will slip in, but it is thrown out as soon as they are made aware of the facts." Of the policy of the library the trustees say: "The policy of the institution from the beginning has been against the supplying of special and valuable books. The trustees desire the establishment of a general library, not one for the use of occasional scholars. They are confirmed in this policy by the result of experience. It is better to put the funds of the library into books that are called for and widely read, than into those that remain unread on the shelves save by the very few who can, if they desire such technical works, obtain them in the libraries of the near city."

**RANDOLPH.** The home circulation has slightly decreased; but "the improvement in other departments has been phenomenal." The public schools have "loaded" the library with reference work; and "the room has had its throng of boys and girls, both afternoon and evening, earnestly seeking information on subjects assigned them at school. . . . The several literary societies of the town have patronized the library well, and every possible aid has been cheerfully extended to them." There is an increasing interest in the exhibits of the collections of the Library Art Club, which have been continued.

**READING.** "The demand upon the library constantly increases, and may be expected to do so as the population increases, and especially as the connection between the library and the schools becomes more complete. The educational side of the library, as distinguished from its merely popular side, is continually becoming more important, and might be much further expanded with profitable results if the means at command permitted." Volumes required for the use of teachers have been added from time to time.

**ROCKPORT.** The new building of the Rockport Public Library was opened to the public in February of the present year; and a new catalogue has been printed. The library at Pigeon Cove continues to be maintained as a branch, the town having voted the proceeds of the dog tax for that purpose.

**ROWLEY.** The room in the new town hall building was occupied in July, 1905. A portion of the room is set apart as a reading room, but there is no special space for the children. Teachers' cards are furnished and extra books are allowed for special study. The age limit has been reduced from sixteen years to twelve years.

- ROYALSTON.** The library maintains a free delivery at South Royalston. Some of the teachers take books for reference in the public schools. "There is urgent need of a library building and a reading room, which shall be devoted exclusively to library purposes."
- SALEM.** A somewhat smaller use of the library in 1905 is reported. The lack of room for the increasing collection of books and for the use of modern methods of administration is apparent here as in many of the older libraries. A plan of an enlargement of the present building, doubling its present capacity of shelving, and allowing for the convenience of a largely increased number of readers, is outlined in the report of the librarian. The extension of library work by the establishment of delivery and deposit stations is suggested. The open shelves, containing less than 800 volumes, are said to have furnished more than one-half of the circulation of 1905. The percentage of fiction was 78.73. A gift of 224 volumes on shorthand has been received from William H. Gove of Salem. The library now has a collection of nearly 500 volumes on that subject.
- SANDISFIELD.** The removal of several families in 1905 reduced the circulation; but of late more books are being sent out, and an increase in borrowers is looked for. The library has about 1,100 volumes, not including magazines, books of reference, reports, etc. The room which is occupied is in a desirable location and gives plenty of space. Books are sent to South Sandisfield.
- SANDWICH.** There was an increase of over 20 per cent. in the circulation of 1905. An addition of 125 books was the result of an entertainment given by two ladies.
- SAUGUS.** The circulation of 1905 showed a gain of nearly 14 per cent., partly due to the opening of the library one more afternoon in each week. The use of books in the schools has increased, and it is the policy of the library to secure books suitable for that use.
- SHARON.** With an increase in circulation, the library is handicapped by crowded shelves and meagre floor space. "Since free access to shelves has been in vogue, a serious difficulty has presented itself, which can only be corrected by the public. On account of carelessness of borrowers, books are not returned to their places in author's groups, after being examined, but are left in confusion and disorder, many thereby failing to get a desired choice that may be *in* but not *in place*."
- SHELBURNE.** Arms Public Library. Especial attention is being given to the collection of genealogies and books on local history. Lists of accessions are published in the local newspapers.
- SHERBORN.** At the annual town meeting in March, the sum of \$150 was voted to the library trustees, said sum to be used in the equip-

ment of a reading and reference room. These improvements are under way, and will mean the introduction of the open-shelf system into the library, as well as a small but much needed reading room. Special vacation reading was introduced this year, and many of the school children followed the requirements and received due credit for books read.

**SOMERVILLE.** The circulation of 1905 showed a gain of about 11 per cent. In the amount of circulation this library is only exceeded in the New England States by that of Boston, and it is supposed to rank as the twentieth in the United States. The circulation through the 6 delivery stations has largely increased. Four of the stations are at stores. Of these the librarian writes: "Several hundred books are kept in each; but perhaps these stations are not large enough to be dignified by the name of branch libraries." Four hundred and ninety books are counted as missing in 1905, of which 172 were from the fiction shelves and 173 from the children's room. The circulation of the children's room was 70,184, with a percentage of 78 in fiction.

**SOUTHAMPTON.** An addition of one evening in the week has been made to the open hours and there has been a gain in the circulation. A traveling library and several collections of pictures have been loaned by the Woman's Education Association.

**SOUTHBRIDGE.** The statistics of 1905 show that there has been the usual growth in all departments, with an increase in the home circulation. The librarian says: "The books for boys and girls show the greatest increase in circulation. The number of children who use the library is constantly growing, an excellent condition of affairs with regard to the coming generation but one which presents difficulties for the present generation so long as a children's room is lacking. Especially is this the case when the reading room is shut off from supervision as ours is. A children's room seems to me to be the crying need of this library." More than the usual interest has been taken in the exhibitions of the Library Art Club. Pictures have been loaned by the Woman's Education Association.

**SOUTH HADLEY.** An offer by Andrew Carnegie of \$10,000 for a library building has been accepted by the town. Miss Elizabeth Gaylord of South Hadley has given a valuable site at the corner of Bardwell and Gaylord streets, in the village of South Hadley Falls; and work has begun on the building, which is to be completed by June 1, 1907.

**SPENCER.** Repairs are about being made in the library building. The old wooden stacks are to be removed and steel and glass stacks put in, furnishing more room for books, which has become a neces-



sity. The income of this library is derived from the rentals of a brick block and a tenement house, which were given to the town by Richard Sugden, the donor of the library building.

**SPRINGFIELD.** An interesting and suggestive section of the last annual report of the librarian is that entitled "Publicity and Use," in which the various methods by which a progressive library makes itself known to the public are given in detail. Collections of books and plates on special subjects; collections of books suitable for gifts at Christmas time; portraits of noted authors, with their works grouped below them; collections of summer resort literature, with time tables, illustrated pamphlets, maps, etc.; and almost continuous exhibitions of original drawings, engravings, photographs, etc., are among the means by which public interest is attracted and cultivated. "The mail sometimes offers a convenient way of reaching readers. Thus, post cards headed 'You may be interested in the following book, recently added to the library,' have been sent from time to time to persons to whom the book was thought likely to appeal; and reminders were mailed to 1,300 readers, whose cards had stood unused at the library for a long time, with the result that the majority have been resumed." An admirable monthly bulletin is issued and widely distributed; and special book lists are prepared and furnished, with the aim to make them reach the readers who are most likely to use them. The newspapers have published items of library news on an average as often as once a week. To reach citizens who are ignorant of the location of the library, or unaware of its existence, "a large mailing card has been printed, headed with an invitation to use the library, followed by a list of 50 books chosen for their variety and attractiveness, and these cards are being mailed systematically — 50 each week — to all persons in the directory not already card-holders, who, it is thought, may use the library if it is brought directly to their attention. The results of this experiment are awaited with interest." The publication of current accessions with notes weekly in three daily papers has been a most effective agent in promoting the use of the better class of books. The result of a system of persistent advertising is notable. The librarian says: "To sum up, in three years, while the population of the city has increased 11 per cent. and the circulation of fiction has increased 22 per cent., the circulation of non-fiction for adults has increased 41 per cent." In the process of recataloguing and classification, the books "have been carefully examined, and the useless ones — over 4,000 this year — have been weeded out." An important feature has been the "classification and cataloguing of

all material relating to Springfield. This includes not only books and pamphlets about Springfield, but also works by Springfield authors and books printed in the city. The library's collection of this material is sadly inadequate. It is found to lack, for example, old reports and pamphlets issued by the city government, which, since the burning of the city hall, no longer exist. One of the foremost duties of a public library is to preserve the history of its own city, and the library earnestly appeals to its friends to send it not only old pamphlets and documents of local interest, but current publications, such as reports of charitable, educational and other organizations, publications by the churches, pamphlets giving the history of local commercial enterprises, in fact, anything that may be preserved to show the life of the community." The branch at Faith Church has been discontinued, and the service at the Forest Park branch, which is more favorably located, has been increased. The legacy of \$10,000 from the late Charles M. Kirkham has been received and its income will be applied for the purposes mentioned in a former report. The will of the late Edward M. Walker provides that the association shall ultimately share one-third of the income of his estate, which will be applied to the development of the science museum. The total value of the estate is supposed to be over \$400,000.

**STOCKBRIDGE.** Branch libraries have been opened at Glendale and Interlaken, which are cared for by volunteer librarians. "The special Stockbridge collection is now placed in a separate bookcase, readily accessible to inspection, and contains over 100 volumes. This collection will be increased through books promised by residents, and it is proving a gratifying exhibit of the literary productivity of the town." The books of the library have been rearranged by the decimal classification. An interesting historical and descriptive sketch of the library, prepared by the president, Richard R. Bowker, has been printed and a copy sent to each family in the town, as far as practicable. Of the library and its policy he says: "A collection of from 8,000 to 10,000 volumes presents, perhaps, the ideal library for town purposes, and Stockbridge has had the advantages of an excellent selection, so that the library is remarkable for the quality of the books on its shelves. Increase beyond this number imposes additional burdens and seems undesirable, and it is therefore the preferable policy to 'weed out' the library at intervals of three to five years, and so make room for the newer books, not only in fiction but in the several departments of knowledge. Such a library should interlock closely with the work of the schools, and it is the present

policy of the library to develop in such direction as to make its collection specially useful to the students in the Williams Academy and pupils in the higher classes of the schools."

**STONEHAM.** A bequest of \$2,000 in the will of the late Miss Georgiana M. Dike was accepted by the town at a meeting in October. This is to be held as a permanent fund, to be known as the George Levi Woodbury Dike Fund, the income of which is to be used in the purchase of books for the public library.

**STOUGHTON.** The circulation of 1905 exceeded that of the previous year. An important addition has been made to the library by L. W. Standish, who has presented his files of the "Sentinel," a local newspaper, from which thirty complete years have been bound. An appeal is made for missing numbers to complete the remainder of the set.

**STOW.** Henry Gates of the board of trustees has placed in the library a cabinet of interesting and valuable antique articles of china, brass and pewter, as a memorial of his mother, the late Mrs. Mercy Houghton Gates. The action of the librarian in endeavoring to gather local historical material should be imitated by every city and town librarian in the state. She says: "I hope an attempt will be made to induce older families of the town to deposit notable gifts in the form of manuscripts. This is of growing importance, as it will bring together the papers of many old families of the town. Such material of the old families, some of which have been prominent in public life for more than a century, is unusual. As a family history, their contents would be valuable, as these old documents cover a very important period. In after years a letter even may remain as a memorial to the man and to the spirit of the times. The library desires to possess examples of the writings and manuscripts of our early settlers. Such material will be gratefully received and carefully guarded."

**SWAMPSCOTT.** The late Mrs. Joanna Morse of Cambridge bequeathed to this library the rest and residue of her estate, after paying certain annuities and gifts, as a fund, the income of which is to be used in the purchase of books. It is said that this fund will amount to about \$5,500, a portion of which has already been received. A suggestion made by the trustees may well be considered by other cities and towns. They say: "We trust that the citizens will not, in making their appropriations, consider that the library has other income, but will continue to make the usual appropriations, and allow the library the full benefit of all bequests."

**SWANSEA.** A weekly delivery has been established at South Swansea, four deliveries being now maintained. There was a slight increase

in the circulation of 1905, and a gain in the percentage of books other than fiction. The income of the Brayton fund is to be applied to the purchase of reference books in history. A gift of \$25 was received from Miss Mary A. Case for assistance in library work.

**TAUNTON.** The first year in the new building was characterized by an increase of 10 per cent. in the home circulation. A course of free lectures was given in the early part of the year, which was marked by a gratifying degree of patronage and appreciation by many of the citizens.

**TEWKSBURY.** There was an increase of about 14 per cent. in the circulation of 1905.

**TOWNSEND.** A bequest of \$100 received by the will of Walter J. Ball has been expended for books of permanent value. Loans of pictures have been received from the Woman's Education Association, and a traveling library from the Massachusetts Audubon Society. Teachers and pupils are given special privileges; and their liberal use of the library justifies the measure and shows their appreciation of the same.

**TRURO.** The use of the library by the summer people in 1905 was greater than ever before. "Summer people are on the increase, and we hope to keep the library attractive for both the visitor and the townspeople. From the stranger often come donations of books for which we are thankful." Shebnah Rich of Salem has made an important addition to his former gifts of books. The library is open to the schools, and the children may consult the books at any time, regardless of library hours.

**TYRINGHAM.** Moving and becoming settled in the new building was the feature of the latter half of 1905. The collection, numbering about 2,000 volumes, has been classified by the Dewey system. Individual cash gifts, amounting to about \$750, were received, of which the largest were \$225 from Mrs. Charlotte Tytus, and \$100 each from Mrs. Laura Fuller and George K. Baird. Gifts of books have included about 250 bound volumes and a quantity of magazines and pamphlets from the library of the late Daniel Clark, the local mineralogist and collector, who possessed a national reputation. Two collections of pictures and a traveling library have been loaned by the Woman's Education Association and have proved very popular. Summer boarders are charged 25 cents per month for borrowing privileges.

**WAKEFIELD.** A supplementary catalogue has been printed. The circulation through the Greenwood branch has increased, and the trustees recommend that books be added to the present deposit there, and a reading room, in some central location, be established.

**WALPOLE.** The circulation of 1905 exceeded that of the previous year, and the daily average of the present year shows notable gains. The teachers in the lower grades of the public schools take such books as they may select to the schoolrooms for a month, and encourage the pupils to read them, either at home or in school. Thus the children become familiar with a better class of books than they would probably choose if left to themselves. The work with the high school continues as before reported, except that the requirement is to read one or in some cases two books each week. The demand for better service at East Walpole has resulted in the establishment of a branch in place of the former delivery station, a room in a club house having been offered for that purpose. Several hundred volumes have been installed, and the room is open on two afternoons each week.

**WAREHAM.** Each person is allowed three cards, one for general reading, one for magazines and one for books required for reference or study. Books taken on the latter card may be retained beyond the time limit, if not otherwise needed. It is endeavored to make the library of real use to the schools. A fair proportion of the books purchased during the year was from a list prepared by the superintendent of schools for the use of teachers and pupils. Reviews of new books upon the shelves, largely those relating to nature study, were prepared by a committee and appeared in the weekly local paper. This "library column" created considerable interest.

**WARREN.** The will of Mary G. Hitchcock of Warren is reported to contain a bequest of \$1,000 for the use of the library, payable after the death of stated parties.

**WARWICK.** The circulation of 1905 exceeded that of 1904, and was at the rate of eight volumes per capita. The teachers in the center of the town took books for school use; and collections were sent to the school in Brush valley in the spring and winter terms. Pictures have been loaned by the Woman's Education Association, "which have been much enjoyed and appreciated." The need of a larger room becomes more urgent every year.

**WATERTOWN.** There was a loss in the home circulation of 1905, but a gain in the use of books for reference. The reduction of the hours of Sunday opening, as noticed in the report of last year, appears to meet all the requirements of the community, the attendance having been well maintained. The library has now almost complete files of the Watertown local newspapers, and a set of the printed town reports, which is more nearly complete than any other collection. The exceedingly limited degree of interest which the public has shown in a printed catalogue of biography, history

and travel is noticed. A portrait of Hollis H. Hunnewell by Ernest L. Ipsen has been placed in the library. Much has been done in the past for co-operation with the public schools; but at present the pupils come directly to the library, or get their books through the delivery stations. The teachers feel that they are overworked, and prefer that method.

WAYLAND. There has been a steady increase in the circulation. A comparison of the circulation of five years shows an increase of about 60 per cent.

WEBSTER. A gift of \$100 from Mrs. H. N. Slater has been used in the purchase of books. A decrease in adult reading in 1905 was accompanied by a large increase in the juvenile circulation. A good part of the former is attributed to the loss of several families who patronized the library largely. An interesting feature in 1905 was an exhibition of Irish books, photographs and curios, followed in 1906 by an exhibition of French-Canadian pictures and other articles, the latter mostly home made — woven and spun. Considerable interest was shown in these exhibitions, and they attracted visitors who had never before entered the library. Books on Canadian history and travel and Canadian fiction were in demand after the latter exhibition.

WELLESLEY. A delivery station has been established at Cedar Street, making the third now in operation. The recataloguing has been completed, and a printed bulletin, covering accessions in 1904 and 1905, has been issued. Two books, but one of fiction, may be drawn at one time on one card, and vacation privileges are allowed.

WENDELL. The library room in the town hall is small, and by the increase of the library it has become very much crowded. The trustees recommend the building of a new town house and the remodeling of the old building for library use. Books and pictures have been loaned by the Woman's Education Association. Reference books are loaned for use in the schools. A dinner was given for the benefit of the library in the purchase of books.

WENHAM. This library, which has long been hampered in its work for want of space, will probably have a room in the town hall, which will soon be vacated by the grammar school. This room will give fully three times the space of the present room and will be ample for several years.

WESTBOROUGH. Melvin H. Walker, a member of the board of trustees, has added the sum of \$2,500 to the library building fund, which is reported to amount to about \$26,500. Plans have been made for a building, which will be completed in the spring of 1907. It is

to be a two-story building, on land purchased by the town for library purposes several years ago, at the corner of Main and Parkman streets. "The frontage of the main building is 60 feet, depth 30 feet. The delivery room is on the first floor, on the Parkman Street side of which is a large reading room; on the other side are the children's room and the reference room. The rear of the delivery room opens into a 30-foot square stack room, which, with its basement for the storage of public documents and other printed matter seldom called for, has a capacity for 40,000 to 50,000 volumes. The exterior shows a handsome building constructed of Milford granite and gray brick, with limestone trimmings, copper cornice and slated roof. The specifications call for quartered oak finish in the first story and ash in the second." A bequest of \$2,000 is contained in the will of Ellen B. Winch of Westborough.

**WEST BOYLSTON.** Books of reference are furnished to the schools; and the librarian assists the teachers in the selection of suitable books for the several grades. The library has a very complete collection of books relating to the history of its own and the neighboring towns; and, in connection with it, photographs of all the buildings in the town which were destroyed by the construction of the Wachusett reservoir and a map of the town drawn on a scale of 300 feet to the inch have been procured. About 200 books, which were the gift of David Lee and Lydia Maria Child, have been withdrawn from general circulation and placed in special cases. These books were the nucleus of the present library and among them are many autograph copies.

**WEST BRIDGEWATER.** A bequest of \$500, for the purchase of books, has been received by the will of Mrs. Mary N. H. Edgerly.

**WESTFIELD.** The circulation of 1905 was very much larger than that of any previous year in the history of the library. The library committee endeavors to exclude from its purchases all harmful works of fiction. The interest of the children in their department has steadily increased. The librarian writes: "The children's room is crowded to suffocation during the evenings in the winter; and it is recognized that the best work cannot be done until the room is enlarged."

**WESTMINSTER.** There is considerable increase in the use of the library for school work, and it is gratifying to note that many of the young people are acquiring the library habit. A bibliography of local history has been prepared, and a good beginning has been made in collecting old documents and manuscripts relating to the town. Over 200 volumes have been presented by Miss Helen O. Bigelow of Boston, in memory of her father, A. O. Bigelow. The circula-

tion has increased. Delivery stations have been opened in the schoolhouses at the Narrows and South Westminster, which are administered by the teachers and are used by the inhabitants of the districts as well as by the pupils.

**WESTON.** A donation of \$100 was received from Francis Blake, being his salary as a member of the board of selectmen, to be expended for books of reference or other works of special value. A manuscript volume of "Weston Epitaphs," by the late Frank W. Bigelow, has been acquired by purchase. This volume, which is of much local interest and historical value, "contains exact facsimiles of the epitaphs of most of the headstones of the old burying ground, with pen and ink sketches of the stones themselves, and, in many cases, the coats of arms of the families."

**WESTPORT.** Westport Free Public Library. "It is hoped by the trustees that some satisfactory arrangements may be made in the near future, whereby the people residing in all parts of the town may receive equal benefits from the library with those living nearer to the town hall."

Westport Public Library. A branch has been established at Horseneck. Three branches are now maintained by this library.

Westport Point Library. This library distributes its duplicate books and old magazines among the fishermen and neighboring farmers, and this year some have been sent to the whale ships at Barbadoes and Fayal. Magazine clippings are arranged and filed for the use of the schools, and Perry pictures are kept for the same purpose.

**WEST STOCKBRIDGE.** A successful year in a larger circulation and in work with the schools is reported. Most cordial relations exist between the library and the schools and the teachers, through whose efforts the library has received substantial support. A card catalogue is nearly completed; and the library grounds have been improved.

**WEYMOUTH.** Fogg Library. The most important work of the library is with the schools. Frequent lists of books are put into the hands of the teachers and pupils, and lists of books on special subjects are posted in the library. Students are encouraged to go to the reference room, and are taught how to use its books. As the result of a fair given last spring, the sum of \$1,500 was given to the trustees for the benefit of the library.

**WHITMAN.** More commodious and convenient rooms, which are much needed, will be provided for the library in the new town hall, now being built.

**WILBRAHAM.** The bequest of \$1,000 by Henry Cutler of North Wilbraham, mentioned in a former report, has been invested, and the



income is to be used in the purchase of books. In October the library was moved to a location in the center of the village of North Wilbraham, which gives more room and allows opportunities for better care and service.

**WILLIAMSBURG.** Haydenville Free Library. The two higher classes in the public school use the library very freely, taking about one-third of the books delivered. Charles A. Phillips, the former librarian, having removed from the town, the library is now in charge of Thomas H. Ives, the former assistant librarian.

**WILLIAMSTOWN.** Williamstown Public Library. The old system of printed or typewritten catalogues being "not only antiquated but also cumbrous and inconvenient," a card catalogue is being prepared. To bring the library into closer touch with the schools, reference and library helps have been purchased. The necessity for a library building is urged by the trustees. The book space is already so crowded that, with one or two more accessions of books, there will be no more shelf room.

**WINCHENDON.** The librarian says: "It has been and is our aim to work with the public schools all that is possible with the amount of money we have to spend. The teachers give us a list of books they would like, and we purchase them as far as possible. Teachers are allowed to take five books at a time for school use. The pupils are allowed all privileges that we can give them with our limited room."

**WINCHESTER.** The circulation of 1905 exceeded that of the previous year. The need of more room is becoming more apparent and prevents the undertaking of any important special improvements or methods in library work. Especially is the lack of a children's room of much disadvantage.

**WINTHROP.** The circulation of 1905 showed a loss of about 8.7 per cent. The Browne system of charging has been adopted, and the librarian reports that the results have been very gratifying. Miss Bessie F. Cordes, who had been librarian since May 1, 1902, resigned Nov. 14, 1906, and has been succeeded by Miss Alice A. Munday of Winthrop.

**WOBURN.** In connection with a new registration, the two-card system has been adopted. There has been a decided change and improvement in the children's department, and its circulation has increased. In common with many other libraries of the State, the question of additional shelf room is becoming prominent. The Eunice Thompson Memorial Library building in ward six is in process of erection. This library has a separate board of trustees.

**WORCESTER.** Extensive repairs and improvements have been made in the library building. There was in 1905 a marked increase in

the use of the reference and children's departments, and a decreased use of the circulating department. The latter may be attributed to the general prosperity, the transfer of the school work to the children's department, and the many persons who buy books printed in cheap editions. Room has been made for little children in the children's room. The opening of the children's room on Sundays and holidays, tried as an experiment, has proved successful. The expense is small, and the amount of good done and happiness conferred is large. There has been issued a finding list of music and books relating to music and composers, and a finding list of fiction. Monthly lists of additions are regularly issued, and weekly articles concerning new accessions are printed in the "Sunday Telegram." Exhibitions of photographs and other illustrations of countries, schools of art, etc., have been continued; and talks have been given on the literature of botany, birds and the District of Alaska. There has been an exhibition of books in the several characters used by the blind, with the presence of blind persons to show how the reading is done. The appliances and processes of binding were shown in another exhibition, a practical binder being present and doing different kinds of work. The Newark charging system has been introduced in the children's department, and its introduction into the adult circulating department is contemplated. Vacation lists of books and lists for children of different grades have been printed; and a more intimate acquaintance between the librarian and the teachers has been effected. Stereoscopes and pictures are in use, and photographs have been provided to loan to teachers for use in school work. Examinations are held for the positions of senior and junior assistants. An error in the name of Robert Kendall Shaw, the assistant librarian, was made in the report of last year.

**WRENTHAM.** The circulation of 1905 was considerably reduced because of the division of the town by the incorporation of Plainville. Additions to the library by purchase have been such as are generally demanded by the reading public; and several bequests of books have been received.

**YARMOUTH.** Yarmouth Library Association. The late Nathan Matthews of Boston, whose benefactions are noticed in the report of 1899, bequeathed \$5,000 for the use of this library. There has been a marked increase in the use of books of reference; and there has been a growing appreciation of the advantages of the library by temporary and summer residents. The trustees make an appeal for the collection of printed and manuscript local historical matter. The library already possesses a valuable collection in that left by the late Amos Otis.

## THE NEW LAW OF 1906.

The last Legislature passed a law which has been embodied in the following circular and sent to the smaller libraries throughout the State:—

BOSTON, MASS., 1907.

*To the Trustees and Librarian of the Free Public Library,*

GENTLEMEN:—The Legislature of 1906 has passed the following act for the purpose of aiding the free public libraries in the small towns:—

## AN ACT TO AID FREE PUBLIC LIBRARIES IN THE SMALL TOWNS.

*Be it enacted in the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows :*

The board of free public library commissioners may annually expend a sum not exceeding two thousand dollars in aid of free public libraries, especially in those towns the valuation of which does not exceed six hundred thousand dollars. Such aid may include the furnishing of books in small quantities, visits to libraries, the instruction of librarians, and such other means of encouraging and stimulating the small libraries as said commissioners shall deem advisable : *provided*, that a full detail of expenditures under this act shall be printed in the annual report of the commissioners.

The purpose of this law, which will govern the commission in its administration, is to aid and improve the libraries in the small towns of the State.

This aid may take any form which the commission may decide. For instance, it may:—

1. Furnish from time to time, in small quantities, new and attractive books, to enrich the library and stimulate its readers.
2. When necessary it may secure occasional personal visits to libraries by helpful library workers.
3. When technical or expensive books are needed for temporary use by a small library, the commission will endeavor to secure the loan of them from some other or from its own collection.
4. It may be able to afford some aid in the direction of education for librarians.

Other avenues of aid may be utilized.

The libraries receiving this letter are requested to correspond freely with the commission, stating with the utmost frankness their needs in whatever direction, with the assurance from the commission that any suggestion or request will be given the most careful consideration.

No hard and fast rules will be adopted. The commission desires

to be helpful in the most practical way to the especial necessities of the individual library.

The librarian is requested to bring this letter to the attention of the trustees.

For the commission,

C. B. TILLINGHAST,

*Chairman.*

#### EDUCATION OF LIBRARIANS.

In carrying out the spirit and intent of the new law, the commission has paid the expense of attendance of three librarians upon the summer library school of Simmons College. The favorable results of this instruction will lead the commission to continue the opportunity to a few such librarians in the future as seem to have enthusiasm to continue their public service.

#### LIBRARY ASSOCIATES.

The commission has commenced the organization of an association of voluntary visitors, selected from different localities in the State, who will visit from time to time designated libraries for the purpose of stimulating their work and procuring and furnishing definite information concerning their condition to the commission.

Miss Katharine P. Loring, a lady who has devoted much time to voluntary educational work, has generously accepted the chief supervision of these associates. Her successful experience in executive organization insures an effective and valuable service.

#### EXPENSES OF THE YEAR.

The following statement shows the total amount expended by the commission for the year, as required by law:—

Books supplied to towns, . . . . .	\$676 73
Expenses to summer school of three librarians, . . . . .	211 86
1,000 library maps, and mailing, . . . . .	150 00
500 monthly library lists, and mailing, . . . . .	147 62
Printing, . . . . .	24 01
Postage, expressage and stationery, . . . . .	76 99
Traveling expenses, . . . . .	39 50
Printing annual report, . . . . .	213 70

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\$1,540 41

## THE LIBRARY MAP.

The commission has sent to nearly 1,000 of the leading libraries and educational institutions of the world copies of the graphic map which was made for the World's Expositions, showing illustrations of library buildings in the State. The map has attracted much attention, and the acknowledgments received have indicated great interest in our system. Requests for additional copies have been received from Norway, Germany, Spain and several other countries, and in numberless cases the map has been placed on public bulletins.

## THE WOMAN'S EDUCATION ASSOCIATION.

The report of the Woman's Education Association for the year gives the result of the visits of 57 libraries, with 1,541 books, to 54 places, with a circulation of 4,711, or an increase of 714 over last year. On a basis of 1,000, this circulation was divided as follows: fiction, 557; travel, 118; periodicals, 76; art, 49; biography, 42; history, 42; natural history, 37; literature, 26; miscellaneous, 53.

The regular libraries have been to the following towns and villages: —

Acushnet,	Lakeville,	Russell,
Alford,	Leverett,	Rutland,
Annisquam,	Littleville,	Sandisfield,
Chilmark,	Miller's Falls,	Swift River,
Colrain,	Monroe Bridge,	Wales,
Dana,	Monterey,	Washington,
East Freetown,	New Marlborough,	Wendell,
Farley,	North Chester,	West Cummington,
Florida,	Oakham,	West Stockbridge,
Goshen,	Otis,	West Worthington,
Hancock,	Paxton,	Wheelwright,
Heath,	Pelham,	Windsor.
Huntington,	Plainfield,	
Knightville,	Rowe,	

Permission was given to one member of the Association to prepare a library composed largely of books of proved standard value, especially fiction. It consists of 80 books, of which 40 are fiction. For this library the village of Littleville was se-

lected, — a hamlet of some 100 inhabitants, remote from the town library. The founder of this library accompanied it to the village, and gave an evening's talk on the books, which was evidently a great pleasure to the auditors. The circulation of this library was 243, of which 75 per cent. was fiction.

The special libraries now number 13: Florence, Rome, Venice, French, Spanish, Dutch, Italian and Greek art, English architecture, Egypt, Shakespeare, travel in France, and religion. These have visited Annisquam, Ashby, Athol, Bedford, Billerica, Carver, Cheshire, Danvers, Granby, Medfield, North Chelmsford, Northfield, Reading, Rowe, Shelburne Falls, Somerset, Southampton, South Deerfield, Stoneham and Townsend. Venice had a circulation of 159 at Southampton and English architecture 98 at Cheshire. The library of religious reading has not proved a success, having been to 3 towns in two years, with a total circulation of only 48. A library on health has been prepared and will be started on its travels soon. The 4 Audubon libraries have visited Bernardston, Dennis, Douglas, Milton, Russell, Rutland, Shirley and Townsend, with a total circulation of 564.

Twenty-six sets of pictures have made 145 visits to 108 different places. Those now in active circulation are: Valley of the Yosemite, Prang platinettes, eastern and western Switzerland, Hawaii, English water-colors, woman in art, Canadian Pacific Railroad, India, Japan, Grand Cañon of the Colorado, New England birds, queer things across the sea, China, Venetian art, Naples, and a set of decorative designs called "festoons." The set on London, which had been very thoroughly used, was sent to Mrs. Eugene B. Heard of Giddleton, Ga., who has charge of a large number of travelling libraries in the south.

In last year's report it was stated that the publication of a book list by the American Library Association might render the work in that direction unnecessary. To test the question, a postal card was sent out with the April list, asking whether a continuance was desired or if the A. L. A. list was preferred. One hundred and thirty-nine replies desired a continuance; 32 preferred the A. L. A.

A number of gifts have been received and transmitted to needy libraries. Eight volumes of Lord's "Beacon Lights of History," given by Mrs. H. M. Whitney, were sent to Monterey, and were gratefully received.

The annual library trip was made in June by Miss Morison, Miss Lowell and Miss Chandler. A number of villages in the remotest sections of Berkshire County were visited and the libraries looked over, advice and encouragement given the librarians, and in several cases books or pictures sent them.

The good results of the work of the members of this association in its several activities have been felt and recognized from year to year by this commission, and have been of permanent value in the development of the library interests of the State. To their enterprise and enthusiasm is due a proud share in the library activity which is felt in every hamlet in the State.

#### A. L. A. BOOK LIST.

The commission is sending free the A. L. A. book list to about 500 libraries and branches, from month to month as it is issued. It is a useful guide in the selection of books for small as well as the larger libraries.

#### THE LIBRARY ART CLUB.

The Library Art Club constantly increases in size and usefulness. It now has 109 members and 100 exhibits, which have been shown 1,333 times during the year. Its membership includes 83 Massachusetts libraries.

#### A LOAN COLLECTION.

If there should appear to be any great need of a loan collection of books for the benefit of the smaller libraries, the commission may try the experiment. If books are needed for study or reading which it does not seem advisable for a small library to purchase, on account of expense or for other reasons, the commission will, at its discretion, provide the books as a loan. It will consider all applications that may be made, except for works of fiction.

#### THE VALUE OF THE SMALL LIBRARY.

The ideal distribution of the best literature would be upon the bookshelf or center table of every family circle. The ideal is sometimes impossible, more frequently impracticable. The genesis of the free public library is an approach to this ideal. The nearer the library to the home, the closer the approach to the ideal. A few large libraries are indispensable for the scholar,

but the great value of books as a means for general public education lies in their distribution, not in their concentration. It is the food that reaches and is assimilated at the family table that supports life, not that which is stored in the great warehouse. The libraries that are of the most vital interest to all our people are those that are within sound of the music of every free school bell. These small libraries are constantly growing in number, and their need is daily becoming more emphatic in every hamlet. Let any one who is inclined, for any reason, to underrate their value compare their relative circulation to their constituency with that of the larger libraries to their constituencies. The percentage of the whole people who use the small library in a town is greater than the percentage that use the large library in the city.

That is the general, well-nigh the universal rule. An exception now and then there will always be, but it is rare and usually of short duration. A brief slumber is not death, and it is often the prelude to reinvigorated vitality. Our small libraries are live libraries. They have a goodly store of well-selected books; these books are circulated and read. They need more books. They are not in rich communities, but the State, to some extent, supplements their efforts. Now and then they need a word of encouragement. If any one doubts the condition of our libraries, he is invited to a careful reading of the notes of library progress, which are given as they come from the libraries themselves. Note the fertility of suggestions towards widening the usefulness of the library, — an instance of which is the family-library system on trial in the little town of Dover.

Respectfully submitted,

C. B. TILLINGHAST.  
MABEL SIMPKINS AGASSIZ.  
SAMUEL SWETT GREEN.  
DELORAINÉ P. COREY.  
ELIZABETH P. SOHIER.

JAN. 16, 1907.





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APPENDIX I.

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NAMES

OF

FREE PUBLIC LIBRARIES

AND

NAMES OF LIBRARIANS.

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# NAMES OF FREE PUBLIC LIBRARIES AND NAMES OF LIBRARIANS.

CITIES AND TOWNS.	Name of Library.	Name of Librarian.
Abington, . . .	Abington Public Library, . . .	Helen M. Hunt.
North Abington, . . .	North Abington Branch, . . .	Gertrude M. Gleason.
Acton, . . .	Acton Memorial Library, . . .	Arthur F. Davis.
Acushnet, . . .	Acushnet Free Public Library, . . .	Elsie Collins.
Perry Hill, . . .	Perry Hill Branch, . . .	Mrs. Althea I. Ellis.
Long Plain, . . .	Long Plain Branch, . . .	Mrs. Sophronia W. Vensie.
Adams, . . .	Adams Free Public Library, . . .	Luey C. Richmond.
Agawam, . . .	Agawam Free Public Library, . . .	Ralph Perry.
Feeding Hills, . . .	Feeding Hills Branch, . . .	S. Newell Smith.
Mittineague, . . .	Mittineague Branch, . . .	Julia E. Tower.
Alford, . . .	Alford Free Town Library, . . .	Mrs. Rachel E. Ploss.
Amesbury, . . .	Amesbury Public Library, . . .	Alice C. Follansbee.
Amherst, . . .	Amherst Town Library, . . .	Mary M. Robinson.
North Amherst, . . .	North Amherst Library, . . .	Emma H. Parsons.
Andover, . . .	Memorial Hall Library, . . .	Elna Adelaide Brown.
Arlington, . . .	Robbins Library, . . .	Elizabeth Jane Newton.
Arlington Heights, . . .	Arlington Heights Branch, . . .	M. Macie Seabury.
Ashburnham, . . .	Ashburnham Public Library, . . .	Lona M. Davis.
Ashby, . . .	Ashby Free Public Library, . . .	Eliza A. Kendall.
Ashfield, . . .	Ashfield Library Association, . . .	Julia A. Williams.
South Ashfield, . . .	South Ashfield Branch, . . .	Mrs. Charles Day.
Baptist Corner, . . .	Baptist Corner Branch, . . .	Mrs. Houghton Smith.
Ashland, . . .	Ashland Public Library, . . .	Mrs. Ellen M. Arnold.
Athol, . . .	Athol Free Public Library, . . .	Mrs. Mary A. Cook.
Attleborough, . . .	Attleborough Public Library, . . .	Martha Tyrie.
Auburn, . . .	Auburn Free Public Library, . . .	Josie E. Prouty.
Avon, . . .	Avon Free Public Library, . . .	H. Wallace Blanchard.
Ayer, . . .	Ayer Library, . . .	S. Adelaide Blood.
Barnstable, . . .	Sturgis Library, . . .	Elizabeth Crocker Nye.
Centreville, . . .	Centreville Free Public Library As- sociation, . . .	Rose Alma Hallett.
Cotuit, . . .	Cotuit Public Library, . . .	Mrs. Zeno S. Parker.
Hyannis, . . .	Hyannis Free Public Library Asso- ciation, . . .	Elfreda Jenkins Bradford.
Marston's Mills, . . .	Marston's Mills Library, . . .	Mrs. Elliott Baxter.
Osterville, . . .	Osterville Public Library, . . .	Mrs. Mary L. Crocker.
Barre, . . .	Barre Town Library, . . .	Carrie Emily Read.
Becket, . . .	Becket Athenæum, . . .	Mrs. Eliza Millard.
Bedford, . . .	Bedford Free Public Library, . . .	Fannie A. Wood.
Belchertown, . . .	Clapp Memorial Library, . . .	Lydia A. Barton.
Bellingham, . . .	Bellingham Free Public Library, . . .	Bertha Franklin.
Belmont, . . .	Belmont Public Library, . . .	Florence B. Whitcher.
Berkley, . . .	Berkley Public Library, . . .	Julia T. Burt.
Berlin, . . .	Berlin Free Public Library, . . .	Alice E. Babcock.
South Berlin, . . .	South Berlin Branch, . . .	John Walter.
Bernardston, . . .	Cushman Library, . . .	Mrs. Charles R. Hills.
BEVERLY, . . .	Beverly Public Library, . . .	Martha Putnam Smith.
Beverly Farms, . . .	Beverly Farms Branch, . . .	Lillian A. Culbert.
Billerica, . . .	Bennett Public Library, . . .	Fannie S. Paige.
Talbot Mills, . . .	Talbot Library, . . .	Lillie Bottomley.
Blackstone, . . .	Blackstone Free Public Library, . . .	Timothy E. Curran.
Blandford, . . .	Blandford Free Library, . . .	Hattie Parks Herick.
North Blandford, . . .	North Blandford Branch, . . .	Mrs. Howard C. Waite.
Bolton, . . .	Bolton Public Library, . . .	Fidelia C. Newton.
Boxborough, . . .	Public Library of the City of Boston, . . .	Horace G. Wadlin.
Brighton, . . .	Brighton Branch, . . .	Louise Prouty.
Charlestown, . . .	Charlestown Branch, . . .	Elizabeth F. Cartée.
Dorchester, . . .	Dorchester Branch, . . .	Mrs. Elizabeth T. Reed.
East Boston, . . .	East Boston Branch, . . .	Ellen O. Walkley.
Jamaica Plain, . . .	Jamaica Plain Branch, . . .	Mary P. Swain.
Roxbury, . . .	Roxbury Branch, . . .	Helen M. Bell.
South Boston, . . .	South Boston Branch, . . .	Alice M. Robinson.
South End, . . .	South End Branch, . . .	Margaret A. Sheridan.
West End, . . .	West End Branch, . . .	Mrs. Eliza R. Davis.
West Roxbury, . . .	West Roxbury Branch, . . .	Carrie L. Morse.
Bourne, . . .	Jonathan Bourne Public Library, . . .	Mrs. Edith Florence Nickerson.
Boxborough, . . .	Boxborough Free Public Library, . . .	Mrs. Mabel P. Robbins.
Boxford, . . .	Boxford Public Library, . . .	Bessie Cleaveland.
West Boxford, . . .	West Boxford Public Library, . . .	Nellie M. Spofford.

## Names of Free Public Libraries and Names of Librarians — Con.

CITIES AND TOWNS.	Name of Library.	Name of Librarian.
Boylston, . . .	Boylston Public Library, . . .	George L. Wright.
Braintree, . . .	Thayer Public Library, . . .	Abbie M. Arnold.
Brewster, . . .	Brewster Ladies' Library Association.	Alma Rogers.
Bridgewater, . . .	Bridgewater Public Library, . . .	Lucia L. Christian.
Brimfield, . . .	Brimfield Public Library, . . .	Mary Anna Tarbell.
BROCKTON, . . .	Brockton Public Library, . . .	Frank Hayden Whitmore.
<i>Campello, . . .</i>	Campello Branch, . . .	Wealthy A. Holmes.
<i>Montello, . . .</i>	Montello Branch, . . .	Mrs. Abbie L. Curtis.
Brookfield, . . .	Merrick Public Library, . . .	Eliza R. Hobbs.
<i>East Brookfield, . . .</i>	East Brookfield Branch, . . .	Clarence O. Davis.
Brookline, . . .	Public Library of Brookline, . . .	Louisa M. Hooper.
<i>Coolidge Corner, . . .</i>	Coolidge Corner Station, . . .	Alfred J. Hayman.
<i>Boylston Street, . . .</i>	Boylston Station, . . .	Catherine A. O'Brien.
Buckland, . . .	Buckland Public Church Library, . . .	Charles W. Trow.
Burlington, . . .	Burlington Public Library, . . .	Florence Isabel Foster.
CAMBRIDGE, . . .	Cambridge Public Library, . . .	Clarence Walter Ayer.
<i>East Cambridge, . . .</i>	East Cambridge Branch, . . .	Mary Curtis.
<i>North Cambridge, . . .</i>	North Cambridge Branch, . . .	Ellen M. Hayes.
Canton, . . .	Canton Public Library, . . .	Mrs. Lucy D. Downes.
Carlisle, . . .	Cleason Public Library, . . .	Mrs. Mary A. Green.
Carver, . . .	Carver Public Library, . . .	Mrs. Bernice Esther Barrows.
<i>South Carver, . . .</i>	South Carver Branch, . . .	Henry S. Griffith.
<i>East Carver, . . .</i>	East Carver Branch, . . .	Mrs. Elizabeth Drew.
<i>West Carver, . . .</i>	West Carver Branch, . . .	Blanche E. Vinal.
<i>Bates Pond, . . .</i>	Bates Pond Branch, . . .	-
Charlmont, . . .	Charlmont Free Town Library, . . .	Juliet Bacon Smith.
Charlton, . . .	Charlton Free Public Library, . . .	Mrs. Hattie L. Carpenter.
Chatham, . . .	Eldredge Public Library, . . .	Mrs. Florence Howes Bond.
Chelmsford, . . .	Adams Library, . . .	Edwin R. Clark.
<i>North Chelmsford, . . .</i>	North Chelmsford Library Association.	Emma J. Gay.
CHELSEA, . . .	Fits Public Library, . . .	Medora Jennett Simpson.
Cheshire, . . .	Cheshire Library Association, . . .	Emma E. Martin.
Chester, . . .	Chester Free Public Library, . . .	Grace Mildred Alvord.
Chesterfield, . . .	Chesterfield Free Public Library, . . .	James D. Stall.
<i>West Chesterfield, . . .</i>	West Chesterfield Branch, . . .	Mrs. Gilbert B. Healy.
CHICOPPEE, . . .	Chicopee City Library, . . .	Anne Alcott Smith.
<i>Chicopee Falls, . . .</i>	Chicopee Falls Branch, . . .	Emma E. Gorton.
<i>Williamansett, . . .</i>	Williamansett Branch, . . .	Mrs. Elmer Kidder.
Chilmark, . . .	Chilmark Free Library, . . .	Mrs. Florence B. Maybew.
Clarksburg, . . .	Clarksburg Public Library, . . .	Robert S. McKay.
Clinton, . . .	Bigelow Free Public Library, . . .	Charlotte L. Greene.
Colnasset, . . .	Paul Pratt Memorial Library, . . .	Sarah B. Collier.
Colrain, . . .	Colrain Free Library, . . .	Mrs. Katherine Holton Cram.
<i>Adamsville, . . .</i>	Adamsville Branch, . . .	Frank A. Brown.
<i>Christian Hill, . . .</i>	Christian Hill Branch, . . .	Helen O. H. Taylor.
Concord, . . .	Concord Free Public Library, . . .	Mary Whitney Kelley.
Conway, . . .	Field Memorial Library, . . .	Grace Pease.
Cottage City, . . .	Cottage City Free Public Library, . . .	Mrs. Adalyn A. Ripley.
Cummington, . . .	Bryant Free Library, . . .	Lorenzo H. Tower.
Dalton, . . .	Dalton Free Public Library, . . .	Mrs. Minnie E. Davison.
Dana, . . .	Dana Centre Public Library, . . .	Mrs. Susan E. Stevens.
<i>North Dana, . . .</i>	North Dana Public Library, . . .	Grace Haskins.
Danvers, . . .	Peabody Institute Library, . . .	Mrs. Emilie D. Patch.
Dartmouth, . . .	Dartmouth Free Public Library, . . .	Mary A. Tucker.
<i>South Dartmouth, . . .</i>	Southworth Library, . . .	Helen Allen Cushman.
Dedham, . . .	Dedham Public Library, . . .	Frances M. Mann.
<i>Oakdale, . . .</i>	Oakdale Branch, . . .	David C. Valentine.
Deerfield, . . .	Dickinson Library, . . .	Minnie Hawks.
<i>South Deerfield, . . .</i>	South Deerfield Town Library, . . .	Martha A. Pierce.
<i>Mill River, . . .</i>	Mill River Branch, . . .	Mrs. Lucy W. Lee.
<i>East Deerfield, . . .</i>	East Deerfield Branch, . . .	Jennie Slocumb.
<i>South Wisdom, . . .</i>	South Wisdom Branch, . . .	Myrtle Fuller.
<i>North Wisdom, . . .</i>	North Wisdom Branch, . . .	Bertha Bassett.
<i>Deerfield, . . .</i>	Focumtuck Valley Memorial Association Library, . . .	George Sheldon.
Dennis, . . .	Jacob Sears Memorial Library, . . .	Mrs. Nathan Sears.
Dighton, . . .	Dighton Free Public Library, . . .	Emma E. Horton.
Douglas, . . .	Simon Fairfield Public Library, . . .	Vera H. Warner.
Dover, . . .	Dover Town Library, . . .	Alma M. Chickering.
<i>First Parish, . . .</i>	Barden Library, . . .	Martha E. Colburn.
Dracut, . . .	Dracut Public Library, . . .	Mrs. Truman W. Hill.

*Names of Free Public Libraries and Names of Librarians—Con.*

CITIES AND TOWNS.	Name of Library.	Name of Librarian.
Dudley, . . .	Dudley Free Public Library, . . .	Caroline E. Easterbrook.
Dunstable, . . .	Dunstable Free Public Library, . . .	Mrs. Lizzie A. Swallow.
Duxbury, . . .	Duxbury Free Library, . . .	Sara B. Higgins.
East Bridgewater, . . .	East Bridgewater Public Library, . . .	Lucy L. Siddall.
Eastham, . . .	Eastham Public Library, . . .	Mrs. Sarah B. Clark.
Easthampton, . . .	Public Library Association, . . .	Dorcas Chapin Miller.
East Longmeadow, . . .	E. Longmeadow Public Library, . . .	Mary R. McIntosh.
Easton, . . .	Ames Free Library, . . .	Mary Lavinia Lamprey.
Edgartown, . . .	Edgartown Free Public Library, . . .	Eunice C. Ripley.
Egremont, . . .	Egremont Free Library, . . .	Mrs. Hoyt Brown.
North Egremont, . . .	North Egremont Branch, . . .	Bessie Millard.
West Egremont, . . .	West Egremont Branch, . . .	Mrs. George W. Smith.
Enfield, . . .	Enfield Library Association, . . .	Ada L. Harwood.
Erving, . . .	Erving Free Public Library, . . .	Mrs. W. G. Walkup.
Miller's Falls, . . .	Miller's Falls Branch, . . .	A. W. Butman.
Essex, . . .	T. O. H. P. Burnham Public Li- brary, . . .	Ethelyn B. Story.
EVERETT, . . .	Frederick E. Parlin Memorial Li- brary, . . .	Ellen Louisa Johnson.
East Everett, . . .	Shute Memorial Library, . . .	Mrs. Leona C. Lydiard.
Fairhaven, . . .	The Millicent Library, . . .	Drew B. Hall.
FALL RIVER, . . .	Fall River Public Library, . . .	George W. Rankin.
Falmouth, . . .	Falmouth Free Public Library, . . .	Pamela Frances Robbins.
West Falmouth, . . .	West Falmouth Library, . . .	Albert S. Bowerman.
Woods Hole, . . .	Woods Hole Library, . . .	Joseph Walsh.
FITCHBURG, . . .	Public Library of Fitchburg, . . .	George Edward Nutting.
Florida, . . .	Florida Free Public Library, . . .	Mrs. Elizabeth J. Whitcomb.
Foxborough, . . .	Boyden Public Library, . . .	Mary D. Torrey.
Framingham, . . .	Framingham Town Library, . . .	Emma Leonore Clarke.
Franklin, . . .	Franklin Library Association, . . .	Mrs. Ella G. Campbell.
Freetown, . . .	Guilford H. Hathaway Library, . . .	Mary Florence Dean.
East Freetown, . . .	East Freetown Circulating Library, . . .	Elizabeth W. Lawrence.
Gardner, . . .	Levi Heywood Memorial Library, . . .	Mary Reynolds Clarke.
Gay Head, . . .	Gay Head Public Library, . . .	Harry G. Reed.
Georgetown, . . .	Georgetown Peabody Library, . . .	Sara T. Noyes.
Gill, . . .	Gill Free Public Library, . . .	Otis F. Hale.
Riverside, . . .	Riverside Branch, . . .	Frank D. Jones.
GLOUCESTER, . . .	Sawyer Free Library, . . .	Rachel Sawyer Webber.
Gloucester, . . .	Free City Library, . . .	Isabel A. Murphy.
Magnolia, . . .	Magnolia Library, . . .	Elizabeth T. Thornton.
Annisquam, . . .	Village Hall Library, . . .	Helen Lane, <i>Chairman</i> .
Goshen, . . .	Goshen Free Public Library, . . .	Winnie Alvey Dresser.
Gosnold, . . .	Gosnold Free Public Library, . . .	Mrs. Bertha L. Stetson.
Grafton, . . .	Grafton Public Library, . . .	Mabel L. Howe.
Granby, . . .	Granby Free Public Library, . . .	Cora H. Kellogg.
Granville, . . .	Granville Public Library, . . .	Mabel H. Root.
Granville Centre, . . .	Granville Centre Branch, . . .	Henry D. Colton.
West Granville, . . .	West Granville Branch, . . .	Joseph Welch.
Great Barrington, . . .	Great Barrington Free Library, . . .	Emma W. Sheldon.
Greenfield, . . .	Greenfield Public Library, . . .	May Ashley.
Greenfield, . . .	Greenfield Library Association, . . .	Almeda Burnett Robbins.
Greenwich, . . .	Greenwich Public Library, . . .	Helen I. Nevins.
Groton, . . .	Groton Public Library, . . .	Emma F. Blood.
Groveland, . . .	Groveland Public Library, . . .	Louise Florence Cammett.
South Groveland, . . .	Hale Library, . . .	Edward L. Sides.
Hadley, . . .	Hadley Free Library, . . .	George C. Marsh.
North Hadley, . . .	North Hadley Branch, . . .	O. W. Prouty.
Halifax, . . .	Holmes Public Library, . . .	James T. Thomas.
Hamilton, . . .	Hamilton Public Library, . . .	Mrs. Grace C. Stone.
Hampden, . . .	Hampden Free Public Library, . . .	Mrs. John Q. Adams.
Hancock, . . .	Hancock Public Library, . . .	Annie Hadselle Morey.
North Hancock, . . .	North Hancock Branch, . . .	Alona Harrington.
Hanover, . . .	John Curtis Free Library, . . .	Alice Loring Bailey.
Hanson, South, . . .	Hanson Public Library, . . .	Mrs. Abbie F. Phillips.
Hanson, North, . . .	Hanson Public Library, <i>South</i> , . . .	Mary J. Drew.
New State, . . .	New State Branch, . . .	Mrs. Mary F. Bates.
Maquan, . . .	Maquan Branch, . . .	Lucy L. Bryant.
North Hanson, . . .	Hanson Library Association, . . .	Mary J. Drew.
Hardwick, . . .	Paige Memorial Library, . . .	Nettie C. Bridges.
Gilbertville, . . .	Gilbertville Public Library, . . .	Andrew Bacher.
Harvard, . . .	Harvard Public Library, . . .	Estelle E. Willard.
Still River, . . .	Still River Branch, . . .	Mrs. A. H. Keys.
Harwich, . . .	Broad Brooks Free Library, . . .	Lulu B. Tobey.
Hatfield, . . .	Hatfield Free Public Library, . . .	Chester M. Barton.
Bradstreet, . . .	Bradstreet Branch, . . .	Mrs. Reuben H. Belden.

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CITIES AND TOWNS.	Name of Library.	Name of Librarian.
<b>HAVERHILL,</b> <i>Washington Square,</i>	Haverhill Public Library, Washington Square Branch,	John Grant Moulton. Martha E. Barrows and Grace L. Hatch.
<i>Ayer's Village,</i>	Ayer's Village Branch,	Edwin M. Haseltine.
<i>Rocks Village,</i>	Rocks Village Branch,	A. Pearl Sawyer.
<i>Bradford,</i>	Bradford Branch,	Kate E. Johnson.
<i>Hawley,</i>	Hawley Free Public Library,	Mrs. Morris N. Brown.
<i>West Hawley,</i>	Hawley Free Public Library,	Mrs. Delia E. Vincent.
<i>Heath,</i>	Heath Free Public Library,	Henry Kirk Smith.
<i>Hingham,</i>	Hingham Public Library,	Hawkes Fearing.
<i>Nantasket,</i>	Nantasket Library,	Mary Wentworth Clark.
<i>Hinsdale,</i>	Hinsdale Public Library Association.	James Hoemer.
<i>Holbrook,</i>	Holbrook Public Library,	Zenas Aaron French.
<i>Holden,</i>	Gale Free Library,	Mrs. Addie M. Holden.
<i>Holland,</i>	Holland Public Library,	Delia M. Blodgett.
<i>Holliston,</i>	Holliston Public Library,	Josephine E. Rockwood.
<i>HOLYOKE,</i>	Holyoke Public Library,	Frank Grenell Wilcox.
<i>Hopedale,</i>	Bancroft Memorial Library,	Harriet B. Sornborger.
<i>Hopkinton,</i>	Hopkinton Public Library,	Effie L. Woods.
<i>Hubbardston,</i>	Hubbardston Free Public Library,	Lucy Harriet Grimes.
<i>Hudson,</i>	Hudson Public Library,	Mrs. Grace M. Whittemore.
<i>Hull,</i>	Hull Village Library,	Carrie E. Mitchell.
<i>Huntington,</i>	Huntington Free Library,	Mrs. Adeline E. Munson.
<i>Norwich Hill,</i>	Norwich Hill Branch,	Henry Stickney.
<i>Knightville,</i>	Knightville Branch,	Clarence Bates.
<i>Hyde Park,</i>	Hyde Park Public Library,	Elizabeth Ainsworth.
<i>Readville,</i>	Readville Branch,	Henry M. Dean, Jr.
<i>Ipswich,</i>	Ipswich Free Public Library,	Mrs. Mary B. Maine.
<i>Kingston,</i>	Frederic C. Adams Public Library,	Mrs. Jennie F. McLaughten.
<i>Lakeville,</i>	Lakeville Free Public Library,	Mary Luella Nelson.
<i>North Lakeville,</i>	North Branch,	Mrs. William F. Harlow.
<i>South Lakeville,</i>	South Branch,	Mrs. Sally Winslow.
<b>Lancaster,</b>	Lancaster Town Library,	Virginia M. Keyes.
<i>Lanesborough,</i>	Lanesborough Town Library,	Mabel Rhinehart.
<b>LAWRENCE,</b>	Lawrence Free Public Library,	William A. Walsh.
<i>South Lawrence,</i>	South Lawrence Branch,	
<i>Lee,</i>	Lee Public Library,	Mary Stallman.
<i>Leicester,</i>	Leicester Public Library,	Mary Whittemore Warren.
<i>Greenville,</i>	Copeland Memorial Library,	Rev. Henry Schwab.
<i>Rochdale,</i>	Rochdale Branch,	Mrs. Arthur Woodhead.
<i>Lenox,</i>	Lenox Library,	Anna Louise White.
<i>Leominster,</i>	Leominster Public Library,	Florence Ethel Wheeler.
<i>Leverett,</i>	Leverett Free Public Library,	Elsie R. Ames.
<i>Hillsborough,</i>	Hillsborough Branch,	Mrs. Etta Ball.
<i>Moore's Corner,</i>	Moore's Corner Branch,	Mrs. Frank Bourne.
<i>North Leverett,</i>	North Leverett Free Public Library,	Edith Ella Fisk.
<b>Lexington,</b>	Cary Memorial Library,	Marian P. Kirkland.
<i>East Lexington,</i>	East Lexington Branch,	Emma Ostrom Nichols.
<i>Leyden,</i>	Leyden Free Public Library,	Belknap Severance.
<i>Lincoln,</i>	Lincoln Public Library,	Lydia J. Chapin.
<i>Littleton,</i>	Reuben Hoar Library,	Mrs. Adelia M. Parker.
<i>Longmeadow,</i>	Longmeadow Town Library,	Mrs. Katharine C. Gates.
<b>LOWELL,</b>	City Library of Lowell,	Frederick A. Chase.
<i>Ludlow,</i>	Hubbard Memorial Library,	Edith H. Crowninshield.
<i>Lunenburg,</i>	Lunenburg Public Library,	L. Frances Jones.
<b>LYNN,</b>	Lynn Free Public Library,	Harriet Louise Matthews.
<i>Lynnfield,</i>	Lynnfield Free Public Library,	Elizabeth W. Green.
<b>MALDEN,</b>	Malden Public Library,	Lizzie A. Williams.
<b>Manchester,</b>	Manchester Public Library,	Delucena Lothrop Bingham.
<i>Mansfield,</i>	Mansfield Public Library,	Ida Frances Hodges.
<i>Marblehead,</i>	Abbot Public Library,	Mrs. Sarah E. Gregory.
<i>Marion,</i>	Marion Library Association,	Alice Austin Ryder.
<b>MARLBOROUGH,</b>	Marlborough Public Library,	Sarah E. Cotting.
<i>Robin Hill,</i>	Robin Hill Improvement Society,	Mrs. George Hanley.
<i>Marshfield,</i>	Ventress Free Library,	Joshua T. Baker.
<i>Marshfield Hills,</i>	Clift Rodgers Free Library,	Jennie Ford.
<i>Mashpee,</i>	Mashpee Free Public Library,	Clara N. Collins.
<i>South Mashpee,</i>	South Mashpee Branch,	Mrs. Adeline Mills.
<i>Mattapoisett,</i>	Mattapoisett Free Public Library,	Clara F. Sherman.
<i>Maynard,</i>	Maynard Public Library,	Mrs. Sarah Frances Nyman.
<i>Medfield,</i>	Medfield Public Library,	Lucretia M. Johnson.
<b>MEDFORD,</b>	Medford Public Library,	Mary E. Sargent.
<i>Medway, West,</i>	Medway Free Public Library,	Mrs. Anna Fales.
<i>Medway Village,</i>	Dean Library,	Bertha C. Newell.

*Names of Free Public Libraries and Names of Librarians — Con.*

CITIES AND TOWNS.	Name of Library.	Name of Librarian.
MELROSE, . . . . .	Melrose Public Library, . . . . .	Carrie M. Worthen.
Mendon, . . . . .	Taft Public Library, . . . . .	Annie W. Gaskill.
Merrimac, . . . . .	Merrimac Public Library, . . . . .	Louise C. Brackett.
Methuen, . . . . .	Nevins Memorial Library, . . . . .	Harriet L. Crosby.
Middleborough, . . . . .	Middleborough Public Library, . . . . .	Mrs. Adelaide K. Thatcher.
Middlefield, . . . . .	Middlefield Public Library, . . . . .	Metcalf J. Smith.
<i>Bancroft,</i> . . . . .	Bancroft Branch, . . . . .	Sarah L. Savery.
Middleton, . . . . .	Flint Public Library, . . . . .	Samuel A. Fletcher.
Milford, . . . . .	Milford Town Library, . . . . .	Nathaniel F. Blake.
Millbury, . . . . .	Millbury Town Library, . . . . .	Carolyn C. Waters.
Millis, . . . . .	Millis Public Library, . . . . .	Mrs. Annie Macdonough.
Milton, . . . . .	Milton Public Library, . . . . .	Gertrude Emmons Forrest.
<i>East Milton,</i> . . . . .	East Milton Reading Room, . . . . .	Josephine M. Babcock.
<i>Mattapan,</i> . . . . .	Mattapan Reading Room, . . . . .	Ellen F. Vose.
<i>Russell,</i> . . . . .	Russell Reading Room, . . . . .	Jennie W. Kennedy.
<i>Milton Village,</i> . . . . .	Milton Village Station, . . . . .	Mary M. Krim.
Monroe, . . . . .	Monroe Free Public Library, . . . . .	Lillian A. Gordon.
<i>Monroe Bridge,</i> . . . . .	Monroe Bridge Branch, . . . . .	Mrs. Hattie Brown.
Monson, . . . . .	Monson Free Library, . . . . .	Nellie F. Squier.
Montague, . . . . .	Montague Public Library, . . . . .	Kate A. Armstrong.
<i>Miller's Falls,</i> . . . . .	Miller's Falls Branch, . . . . .	Jessie E. Johnson.
<i>Turner's Falls,</i> . . . . .	Carnegie Public Library, . . . . .	Anna W. Batson.
Monterey, . . . . .	Monterey Free Library, . . . . .	Mrs. Hattie B. Bills.
Montgomery, . . . . .	Montgomery Free Public Library, . . . . .	Mrs. D. L. Allyn.
Mount Washington, . . . . .	Mount Washington Free Library, . . . . .	
Nahant, . . . . .	Nahant Public Library, . . . . .	May W. Perkins.
Nantucket, . . . . .	Nantucket Athenaeum, . . . . .	Clara Parker.
Natick, . . . . .	Morse Institute Library, . . . . .	Mira R. Partridge.
<i>South Natick,</i> . . . . .	Bacon Free Library, . . . . .	Mrs. Adelaide Williams.
Needham, . . . . .	Needham Free Public Library, . . . . .	Mrs. Riella Juliana Dunn.
<i>Highlandville,</i> . . . . .	Highlandville Branch, . . . . .	Bertha E. Coburn.
New Ashford, . . . . .	New Ashford Public Library, . . . . .	
New Bedford, . . . . .	Free Public Library of New Bedford, . . . . .	George H. Tripp.
<i>North District,</i> . . . . .	North Branch, . . . . .	William Brown.
<i>South District,</i> . . . . .	South Branch, . . . . .	Robert Allen.
New Braintree, . . . . .	New Braintree Free Public Library, . . . . .	Carrie Frances Bush.
NEWBURYPORT, . . . . .	Newburyport Public Library, . . . . .	John D. Parsons.
<i>South Newburyport,</i> . . . . .	South End Reading Room, . . . . .	Maud Heywood.
New Marlborough, . . . . .	New Marlborough Public Library, . . . . .	Katharine Clara Doyle.
<i>Mill River,</i> . . . . .	Mill River Branch, . . . . .	Mrs. W. R. Fields.
<i>Clayton,</i> . . . . .	Clayton Branch, . . . . .	
<i>Hartsville,</i> . . . . .	Hartsville Branch, . . . . .	Mrs. Lura A. Doncaster.
<i>Southfield,</i> . . . . .	Southfield Branch, . . . . .	Kate L. Baldwin.
<i>Southfield,</i> . . . . .	Seymour Library Association, . . . . .	Kate L. Baldwin.
New Salem, . . . . .	New Salem Public Library, . . . . .	Mrs. Geneva Seig Ballard.
NEWTON, . . . . .	Newton Free Library, . . . . .	Elizabeth P. Thurston.
<i>Auburndale,</i> . . . . .	Auburndale Branch, . . . . .	Annie E. Bunker.
<i>Newton Centre,</i> . . . . .	Newton Centre Branch, . . . . .	Julia C. Henshaw.
<i>Newton Upper Falls,</i> . . . . .	Newton Upper Falls Branch, . . . . .	Mary E. Barnard.
<i>West Newton,</i> . . . . .	West Newton Branch, . . . . .	Helen Wheeler.
Norfolk, . . . . .	Norfolk Public Library, . . . . .	Walter L. Sykes.
NORTH ADAMS, . . . . .	North Adams Public Library, . . . . .	Mabel Temple.
<i>Blackinton,</i> . . . . .	Oscar A. Archer Branch, . . . . .	Gladys Hughes.
<i>Braytonville,</i> . . . . .	Braytonville Branch, . . . . .	Helen Brown.
<i>Houghtonville,</i> . . . . .	Houghtonville Branch, . . . . .	Sadie Henderson.
<i>Beaver,</i> . . . . .	Beaver Branch, . . . . .	Charles Prindle.
North Andover, . . . . .	North Andover Public Library, . . . . .	Hannah Josephine Quealy.
North Attleborough, . . . . .	Richards Memorial Library, . . . . .	Leda Jane Thompson.
<i>Adamsdale,</i> . . . . .	Adamsdale Branch, . . . . .	Nettie M. Perry.
<i>New Boston,</i> . . . . .	New Boston Branch, . . . . .	Maud Dalton.
North Brookfield, . . . . .	North Brookfield Free Public Library and Reading Room, . . . . .	Nellie L. Smith.
North Reading, . . . . .	Flint Library, . . . . .	Addie W. Gowing.
NORTHAMPTON, . . . . .	Northampton Public Library, . . . . .	Sarah D. Kellogg.
<i>Florence,</i> . . . . .	Florence Branch, . . . . .	Matilda P. Schwars.
NORTHAMPTON, . . . . .	Forbes Library, . . . . .	William Parker Cutter.
Northborough, . . . . .	Northborough Free Library, . . . . .	Mary Evelyn Potter.
Northbridge, . . . . .	Whitinsville Social Library, . . . . .	Mrs. William H. Fuller.
Northfield, . . . . .	Dickinson Memorial Library, . . . . .	Mrs. C. A. Randall.
Norton, . . . . .	Norton Public Library, . . . . .	Emily A. Titus.
Norwell, . . . . .	James Library, . . . . .	Joseph F. Merritt.
Norwood, . . . . .	Morrill Memorial Library, . . . . .	Jane Atherton Hewitt.
Oakham, . . . . .	Oakham Free Public Library, . . . . .	Frank E. Davis.
Orange, . . . . .	Orange Free Public Library, . . . . .	Grace H. Dawley.
<i>North Orange,</i> . . . . .	North Orange Branch, . . . . .	Mrs. Sara E. Rich.



*Names of Free Public Libraries and Names of Librarians — Con.*

CITIES AND TOWNS.	Name of Library.	Name of Librarian.
Orleans, . . .	Snow Library, . . .	Hiram Myers.
Otis, . . .	Otis Free Public Library, . . .	Mrs. Olive J. Davison.
Oxford, . . .	Oxford Free Public Library, . . .	Mrs. Clara A. Fuller.
North Oxford, . . .	North Oxford Branch, . . .	Nellie M. Tolman.
Palmer, . . .	Young Men's Library Association, . . .	Robert J. Fuller.
Paxton, . . .	Paxton Free Public Library, . . .	Rena Robinson.
Peabody, . . .	Peabody Institute Library, . . .	Lyman P. Osborn.
Peabody, . . .	Eben Dale Sutton Reference Li- brary, . . .	Augusta F. Daniels.
Pelham, . . .	Pelham Free Public Library, . . .	Mary A. Keith.
West Pelham, . . .	West Pelham Branch, . . .	Mrs. Lyman Allen.
Pembroke, . . .	Pembroke Free Library, . . .	Ellen F. Cox.
Bryantville, . . .	Cobb Library, . . .	Mrs. Julia W. Morton.
Pepperell, . . .	Lawrence Library, . . .	Mrs. M. Fannie Shattuck.
Peru, . . .	Free Public Library of Peru, . . .	Mrs. Josephine J. D. Barden.
Petersham, . . .	Petersham Memorial Library, . . .	Fannie Gordon Prince.
Phillipston, . . .	Phillips Free Public Library, . . .	Mrs. Flora V. Danforth.
PRYTHFIELD, . . .	Berkshire Athenæum, . . .	Harlan H. Ballard.
Plainfield, . . .	Plainfield Public Library, . . .	Anna M. King.
Plymouth, . . .	Plymouth Public Library, . . .	Nellie Thomas.
North Plymouth, . . .	Loring Reading Room, . . .	Alice Crane.
Plympton, . . .	Plympton Free Public Library, . . .	John Sherman.
Prescott, . . .	Prescott Free Public Library, . . .	Flora A. Griswold.
East District, . . .	East Branch, . . .	Mrs. Flora Brown.
Hill District, . . .	Hill Branch, . . .	Helen A. Dickinson.
Princeton, . . .	Princeton Public Library, . . .	Susan A. Davis.
Provincetown, . . .	Provincetown Public Library, . . .	Abbie Cook Putnam.
QUINCY, . . .	Thomas Crane Public Library, . . .	Amelia L. Bumpus.
Randolph, . . .	Turner Free Library, . . .	Charles Chittenden Farnham.
Raynham, . . .	Raynham Public Library, . . .	Luoy W. Thompson.
North Raynham, . . .	North Raynham Library Associa- tion, . . .	Mrs. Mary H. Barton
Reading, . . .	Reading Public Library, . . .	Bertha L. Brown.
Rehoboth, . . .	Blanding Library, . . .	Nettie M. Earle.
Revere, . . .	Revere Public Library, . . .	Harriet T. Fenn.
Richmond, . . .	Richmond Free Public Library, . . .	Mrs. Abbie E. Barnes.
Rochester, . . .	Rochester Free Public Library, . . .	Anne T. Ryder.
North Rochester, . . .	North Rochester Branch, . . .	Rev. John P. Trowbridge.
Rockland, . . .	Rockland Memorial Library, . . .	Angela W. Collins.
Rockport, . . .	Rockport Public Library, . . .	Elsie M. Dann.
Pigeon Cove, . . .	Pigeon Cove Library, . . .	Martha D. Fretch.
Rowe, . . .	Rowe Town Library, . . .	Mrs. Alice E. Newell.
Rowley, . . .	Rowley Free Public Library, . . .	Mrs. Catharine N. Mighill.
Royalston, . . .	Royalston Public Library, . . .	Mrs. Emeline E. Mackense.
Russell, . . .	Russell Public Library, . . .	Mrs. M. Belle Shelley.
Woronoco, . . .	Woronoco Branch, . . .	Mrs. Finlay Bower.
Russell Mountain, . . .	Russell Mountain Branch, . . .	Mrs. C. J. Thompson.
Rutland, . . .	Rutland Free Public Library, . . .	Mrs. Martha L. Prouty.
SALEM, . . .	Salem Public Library, . . .	Gardner M. Jones.
Salisbury, . . .	Salisbury Public Library, . . .	Alice R. Currier.
Sandisfield, . . .	Sandisfield Public Library, . . .	Carrie M. Barker.
Sandwich, . . .	Sandwich Free Public Library, . . .	Annie A. Rogers.
Saugus, . . .	Saugus Free Public Library, . . .	Emma E. Newhall.
Savoy, . . .	Savoy Free Public Library, . . .	William F. Briggs.
Scituate, . . .	Scituate Library, . . .	Blanche C. Gardner.
North Scituate, . . .	Pierce Memorial Library, . . .	Mrs. Mary L. Lee.
Seekonk, . . .	Seekonk Public Library, . . .	Edna T. Lane.
Sharon, . . .	Sharon Public Library, . . .	Emma A. Baker.
Sheffield, . . .	Sheffield Free Town Library, . . .	Mrs. Gertrude S. Gleason.
Shelburne, . . .	Shelburne Free Public Library, . . .	Mercy A. Anderson.
Shelburne Falls, . . .	Arms Public Library, . . .	Daniel W. Wilcox.
Sherborn, . . .	Sherborn Town Library, . . .	M. Nellie Clark.
Shirley, . . .	Shirley Public Library, . . .	Mrs. Alice Livermore Wright.
Shrewsbury, . . .	Shrewsbury Free Public Library, . . .	Mabel E. Knowlton.
Shutesbury, . . .	Shutesbury Free Public Library, . . .	Mary L. Clark.
Somerset, . . .	Somerset Free Public Library, . . .	Myra Babbitt.
SOMERVILLE, . . .	Somerville Public Library, . . .	Sam Walter Foss.
South Hadley, . . .	Gaylord Memorial Library, . . .	Rebecca Frances Smith.
South Hadley Falls, . . .	South Hadley Free Public Library, . . .	Grover C. Kirley.
Southampton, . . .	Southampton Public Library, . . .	Eva M. Gridley.
Southborough, . . .	Fay Library, . . .	Francena E. Buck.
Southbridge, . . .	Southbridge Public Library, . . .	Ella E. Mierach.
Southwick, . . .	Southwick Public Library, . . .	Wilder Bennett Harding.

*Names of Free Public Libraries and Names of Librarians—Con.*

CITIES AND TOWNS.	Name of Library.	Name of Librarian.
Spencer, . . .	Richard Sugden Library.	Albert W. Curtis.
SPRINGFIELD, . . .	City Library Association of Springfield.	Hiller C. Wellman.
Indian Orchard, . . .	Indian Orchard Branch, . . .	Nellie E. Dodge.
Ferry Street, . . .	Ferry Street Branch, . . .	Bessie Amaden.
Forest Park, . . .	Forest Park Branch, . . .	Harriet B. Winsor.
Sterling, . . .	Sterling Free Public Library, . . .	Mary D. Peck.
Stockbridge, . . .	Stockbridge Library Association, . . .	Caroline P. Wells.
Glendale, . . .	Glendale Branch, . . .	Volunteers.
Interlaken, . . .	Interlaken Branch, . . .	S. C. Burghardt.
Stoneham, . . .	Stoneham Public Library, . . .	Mrs. H. Marilla Boyce.
Stoughton, . . .	Stoughton Public Library, . . .	M. Alice Burnham.
Stow, . . .	Randall Memorial Library, . . .	Mrs. Susan M. Lawrence.
Sturbridge, . . .	Joshua Hyde Public Library, . . .	Mrs. Eunice C. Locke.
Sudbury, . . .	Goodnow Library, . . .	Mary L. Cutter.
Sunderland, . . .	Sunderland Public Library, . . .	Abbie T. Montague.
Sutton, . . .	Sutton Free Library, . . .	Sarah M. Mills.
Manchaug, . . .	Manchaug Branch, . . .	Francis Truscott.
South Sutton, . . .	South Sutton Branch, . . .	Mrs. Mary Littlefield.
West Sutton, . . .	West Sutton Branch, . . .	Jason Waters.
Wilkinsonville, . . .	Wilkinsonville Branch, . . .	Arthur Merrill.
Swampscott, . . .	Swampscott Free Public Library, . . .	Sarah Louise Honors.
Swansea, . . .	Swansea Free Public Library, . . .	Julia R. Wellington.
TAUNTON, . . .	Taunton Public Library, . . .	Joshua Eddy Crane.
Templeton, . . .	Boynston Public Library, . . .	Grace E. Blodgett.
Tewksbury, . . .	Tewksbury Public Library, . . .	Harriette C. Lee.
Tisbury, . . .	Vineyard Haven Library, . . .	Mabel T. Tilton.
Tolland, . . .	Tolland Free Public Library, . . .	Wilbert Munn.
Topsfield, . . .	Topsfield Town Library, . . .	Albert M. Dodge.
Townsend, . . .	Townsend Public Library, . . .	Mrs. Evelyn L. Warren.
Truro, . . .	Truro Town Library, . . .	Mrs. Laurena A. Ryder.
North Truro, . . .	North Truro Branch, . . .	Mrs. Elizabeth B. Small.
South Truro, . . .	South Truro Branch, . . .	Allison B. Cobb.
Tyngsborough, . . .	Littlefield Library, . . .	Ellen Lydia Perham.
Tyringham, . . .	Tyringham Free Public Library, . . .	Hazel Tinker.
Upton, . . .	Upton Town Library, . . .	Mrs. Laura C. Sadler.
Uxbridge, . . .	Uxbridge Free Public Library, . . .	Beatrice Putnam.
Wakefield, . . .	Beebe Town Library, . . .	Mrs. Harriet A. Shepard.
Greenwood, . . .	Greenwood Branch, . . .	H. Gertrude Lee.
Wales, . . .	Wales Public Library, . . .	Leon H. Thompson.
Walpole, . . .	Walpole Public Library, . . .	Ida J. Phelps.
East Walpole, . . .	East Walpole Branch, . . .	—
WALTHAM, . . .	Waltham Public Library, . . .	Mrs. Mary E. Bill.
Ware, . . .	Young Men's Library Association, . . .	Harriet B. Hayden.
Wareham, . . .	Wareham Free Public Library, . . .	Alexina P. Burgess.
Warren, . . .	Warren Public Library, . . .	Joseph Gilbert Hastings.
Warwick, . . .	Warwick Free Library, . . .	Clara A. Jones.
Watertown, . . .	Free Public Library, . . .	Solon F. Whitney.
Wayland, . . .	Wayland Free Public Library, . . .	Margaret E. Wheeler.
Webster, . . .	Webster Free Public Library, . . .	Mrs. Phoebe Palmer Kingsbury.
Wellesley, . . .	Wellesley Free Library, . . .	Florence May Osborne.
Wellfleet, . . .	Wellfleet Public Library, . . .	Mrs. Kate E. Brown.
Wendell, . . .	Wendell Free Library, . . .	Mrs. Mary E. White.
Farley, . . .	Farley Branch, . . .	Ethel Farley.
Wenham, . . .	Wenham Public Library, . . .	Benjamin H. Conant.
Westborough, . . .	Westborough Public Library, . . .	Mrs. Nellie F. Smith.
West Boylston, . . .	West Boylston Public Library, . . .	Annie M. Waite.
West Bridgewater, . . .	West Bridgewater Public Library, . . .	Mary L. Perkins.
West Brookfield, . . .	Merriam Public Library, . . .	Mary P. Foster.
Westfield, . . .	Westfield Athenæum, . . .	Herbert W. Denio.
Mundale, . . .	Mundale Branch, . . .	Rev. E. A. Brownell.
Westford, . . .	J. V. Fletcher Library, . . .	Mary P. Bunce.
Westhampton, . . .	Westhampton Reunion Town Library, . . .	George E. Knight.
Westminster, . . .	Forbush Memorial Library, . . .	Sadie F. Greene.
West Newbury, . . .	West Newbury Public Library, . . .	Caroline Carr.
First Parish, . . .	First Parish Branch, . . .	Mrs. Isabel A. Kennett.
Westport, . . .	Westport Free Public Library, . . .	Annie R. Howland.
Horseneck, . . .	Horseneck Branch, . . .	Mrs. Arthur Tuell.
Head of Westport, . . .	Westport Public Library, . . .	E. W. Burt, M.D.
South Westport, . . .	South Westport Branch, . . .	Mrs. Mary B. Gifford.
Brownell's Corner, . . .	Brownell's Corner Branch, . . .	Mrs. Jefferson Reynolds.
Westport Point, . . .	Westport Point Library, . . .	Casilda Cory.
West Springfield, . . .	West Springfield Public Library, . . .	Daniel G. White.

*Names of Free Public Libraries and Names of Librarians — Con.*

CITIES AND TOWNS.	Name of Library.	Name of Librarian.
West Stockbridge, .	West Stockbridge Free Library, .	Frances J. Edwards.
West Tisbury, .	West Tisbury Free Public Library, .	Cyrus Manter.
Weston, .	Weston Public Library, .	Maude M. Pennock.
Westwood, .	Westwood Public Library, .	Annie L. Richardson.
Weymouth, .	Tufts Library, .	Caroline Augusta Blanchard.
South Weymouth, .	Fogg Memorial Library, .	Ruth N. Tower.
Whately, .	Whately Public Library, .	Mrs. Ella L. Elder.
Whitman, .	Whitman Public Library, .	Ellena S. Spilsted.
Wilbraham, .	Free Public Library, .	Eunice M. Bates.
Williamsburg, .	Meekins Memorial Library, .	Ada May Chandler.
Haydenville, .	Haydenville Free Library, .	Thomas H. Ives.
Williamstown, .	Williamstown Public Library, .	Lucy F. Curtis.
South Williamstown, .	South Williamstown Public Library, .	Mrs. Lucy Torrey Sanford.
Wilmington, .	Wilmington Public Library, .	Anna Tolman Sheldon.
Winchendon, .	Winchendon Public Library, .	Mrs. Sylvia M. Manser.
Winchester, .	Winchester Public Library, .	Cora Ardella Quimby.
Windsor, .	Windsor Free Public Library, .	Agatha Bicknell.
Winthrop, .	Winthrop Public Library, .	Alice A. Munday.
Woburn, .	Woburn Public Library, .	William R. Cutter.
WORCESTER, .	Free Public Library of the City of Worcester.	Samuel Swett Green.
Belmont Street, .	Belmont Street Branch, .	John T. Ekman.
Grafton Square, .	Grafton Square Branch, .	James A. Manley.
Greendale, .	Greendale Branch, .	M. L. Blanche Hamel.
Lake View, .	Lake View Branch, .	Rev. William A. Fobes.
New Worcester, .	New Worcester Branch, .	William Alonzo Barrows.
Quinsigamond, .	Quinsigamond Branch, .	Verner G. Anderson.
South Worcester, .	South Worcester Branch, .	C. J. Foley.
Tatnuck, .	Tatnuck Branch, .	Eva J. Prentiss.
Worthington, .	Worthington Free Library, .	Katharine McD. Rice.
Wrentham, .	Wrentham Public Library, .	Mary Adelaide Smith.
Yarmouth, .	Yarmouth Library Association, .	Mrs. Lydia C. Matthews.
South Yarmouth, .	Free Social Library, .	Mrs. Tamsen F. Baker.
West Yarmouth, .	West Yarmouth Library, .	Mrs. Maria Taylor.

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APPENDIX II.

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A R O L L O F H O N O R .

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LIST OF GIVERS OF FREE PUBLIC LIBRARY  
BUILDINGS IN MASSACHUSETTS.

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## GIVERS OF FREE PUBLIC LIBRARY BUILDINGS IN MASSACHUSETTS.

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ACTON, . . . .	Gift of Hon. William A. Wilde of Malden.
AMESBURY, . . . .	Bequest of Mary A. Barnard and others.
AMHERST, NORTH, . . . .	Mainly the gift of citizens.
ANDOVER, . . . .	Gift of citizens.
ARLINGTON, . . . .	Gift of Mrs. Maria C. Robbins of Brooklyn, N. Y., as a memorial of her husband.
ASHBURNHAM, . . . .	Gift of George F. Stevens.
ASHBY, . . . .	Gift of Edwin Chapman of Boston.
ASHLAND, . . . .	Gift of Andrew Carnegie.
ATHOL, . . . .	Gift of Andrew Carnegie.
ATTLEBOROUGH, . . . .	Gift of citizens.
AYER, . . . .	Gift of Frederick F. Ayer of New York.
BARNSTABLE, . . . .	Gift of Hon. William Sturgis of Boston.
BARRE, . . . .	Gift of Henry Woods of Boston.
BECKET, . . . .	Gift of Miss Blanche Perkins, as a memorial of her parents.
BELCHERTOWN, . . . .	Bequest of John Francis Clapp.
BELMONT, . . . .	Gift of Henry O. Underwood.
BERNARDSTON, . . . .	Gift of Hon. Henry W. Cushman.
BILLERICA, . . . .	Gift of Mrs. Joshua Bennett.
BLANDFORD, . . . .	Gift of Mrs. Josephine E. S. Porter of Hartford, as a memorial of her son, Edgar Sheffield Porter.
BOLTON, . . . .	Gift of Annie Elisa Whitney of Lancaster.
BOURNE, . . . .	Gift of Miss Emily H. Bourne, as a memorial of her father, the Hon. Jonathan Bourne.
BOYLSTON, . . . .	Gift of Miss Salome E. White of Brooklyn, N. Y., as a memorial of her mother, Mrs. Harriet Sawyer White.
BRAINTREE, . . . .	Gift of Gen. Sylvanus Thayer.
BRIMFIELD, . . . .	Gift of James Danielson Lincoln, as a memorial of his mother and his wife.
BROOKFIELD, . . . .	Gift of William A. Banister of New York.
CAMBRIDGE, . . . .	Gift of Frederick H. Rindge of Los Angeles.
CANTON, . . . .	Gift of Augustus Hemenway.
CARLISLE, . . . .	Gift of Mrs. Joanna Gleason of Sudbury.
CHARLEMONT, . . . .	Gift of E. R. Goodnow and other citizens.
CHATHAM, . . . .	Gift of Hon. Marcellus Eldredge.
CHELMSFORD, . . . .	Gift of Amos F. Adams of Boston.
CHELSEA, . . . .	Gift of Hon. Eustace C. Fitz.
CLINTON, . . . .	Gift of Andrew Carnegie.
COHASSET, . . . .	Memorial of Paul Pratt.

CONCORD,	.	.	Gift of William Munroe.
CONWAY,	.	.	Gift of Hon. Marshall Field of Chicago, as a memorial of his parents.
CUMMINGTON,	.	.	Gift of William Cullen Bryant.
DALTON,	.	.	Gift of the Crane family.
DANVERS,	.	.	Gift of George Peabody.
DARTMOUTH, SOUTH,	.	.	Gift of John H. Southworth of Springfield.
DEDHAM,	.	.	Bequests and gifts of citizens.
DEERFIELD,	.	.	Bequest of Mrs. Esther Dickinson.
DENNIS,	.	.	Bequest of Jacob Sears.
DOUGLAS,	.	.	Gift of James M. Fairfield of Boston, as a memorial of his father and mother, Simon and Phoebe Churchill Fairfield.
DUNSTABLE,	.	.	Bequest of Mrs. Sarah Roby for a town hall and Library building.
DUXBURY,	.	.	Gift of Mrs. George W. Wright, as a memorial of her son, George Buckham Wright.
EAST BRIDGEWATER,	.	.	Gift of Cyrus Washburn of Wellesley.
EASTHAM,	.	.	Gift of Eastham Village Improvement Society.
EASTHAMPTON,	.	.	Gift of Mrs. Emily G. Williston.
EASTON,	.	.	Gift of Hon. Oliver Ames and Mrs. Sarah L. Ames.
EDGARTOWN,	.	.	Gift of Andrew Carnegie.
ESSEX,	.	.	Bequest of T. O. H. P. Burnham of Boston.
EVERETT,	.	.	Gift of Albert M. Parlin, as a memorial of his son.
<i>East Everett,</i>	.	.	Bequest of William Shute.
FAIRHAVEN,	.	.	Gift of Henry H. and Abbie P. Rogers, as a memorial of their daughter, Millicent.
FITCHBURG,	.	.	Gift of Hon. Rodney Wallace.
FRANKLIN,	.	.	Gift of daughters of Hon. Joseph G. Ray, as a memorial of their father.
FREETOWN,	.	.	Gift of Mrs. E. Florence Hathaway Crowell, as a memorial of her father, Hon. Guilford B. Hathaway.
GARDNER,	.	.	Gift of children of Levi Heywood.
GEORGETOWN,	.	.	Gift of George Peabody.
GLOUCESTER,	.	.	Gift of Samuel E. Sawyer.
GRANVILLE,	.	.	Gift of Hon. M. B. Whitney and others.
GREAT BARRINGTON,	.	.	Gift of heirs of Thomas G. Ramsdell, as a memorial of their father at Housatonic.
GROTON,	.	.	Partly the gift of Mrs. Charlotte A. L. Sibley.
HADLEY,	.	.	Gift of John Dwight and others.
HARVARD,	.	.	Mainly the gift of natives of the town.
HATFIELD,	.	.	Bequest of Samuel H. Dickinson.
HAYERHILL,	.	.	Gift of Hon. E. J. M. Hale and other citizens.
HINGHAM,	.	.	Gift of Hon. Albert Fearing.
HINSDALE,	.	.	Gift of citizens.
HOLDEN,	.	.	Gift of Hon. Samuel C. Gale of Minneapolis.
HOLLISTON,	.	.	Gift of Andrew Carnegie.
HOLYOKE,	.	.	Gift of citizens.
HOPEDALE,	.	.	Gift of Joseph B. Bancroft, as a memorial of his wife, Mrs. Sylvia Thwing Bancroft.
HOPKINTON,	.	.	Gift of natives and residents of the town.
HUBBARDSTON,	.	.	Gift of Jonas G. Clark of Worcester.

HUDSON, . . .	Gift of Andrew Carnegie.
IPSWICH, . . .	Gift of Capt. Augustine Heard.
KINGSTON, . . .	Bequest of Frederic C. Adams.
LANCASTER, . . .	Mainly the gift of Nathaniel Thayer and his sons.
LAWRENCE, . . .	Gift of Mrs. N. G. White and Miss E. A. White.
LEE, . . .	Gift of Andrew Carnegie and town appropriation.
LEICESTER, . . .	Gift of Lory S. Watson, Dr. Pliny Earle, David E. Merriam and others.
LENOX, . . .	Gift of Mrs. Adeline E. Schermerhorn.
LEXINGTON, . . .	Gift of Mrs. Maria Cary, for a town hall and library building ; gift of heirs of Mrs. Maria Cary, for separate library building.
LINCOLN, . . .	Gift of George Grosvenor Tarbell.
LITTLETON, . . .	Gift of children of William Stevens Houghton, as a memorial of their father.
LUDLOW, . . .	Gift of heirs of Charles T. Hubbard.
LYNN, . . .	Gift of Mrs. Elizabeth M. Shute, as a memorial of her husband.
MALDEN, . . .	Gift of Hon. Elisha S. Converse and his wife, as a memorial of their son.
MANCHESTER, . . .	Gift of Thomas Jefferson Coolidge.
MANSFIELD, . . .	Gift of Mrs. Elizabeth F. Noble and others.
MARBLEHEAD, . . .	Bequest of Benjamin Abbot of Boston.
MARION, . . .	Gift of Mrs. Elizabeth Taber of New Bedford.
MARLBOROUGH, . . .	Gift of Andrew Carnegie.
MARSHFIELD, . . .	Bequest of Seth J. Ventress, for a library at Marshfield ; also gift of Clift Rogers, for a library at Marshfield Hills.
MATTAPANSETT, . . .	Gift of George Purrington, Jr.
MEDFORD, . . .	Gift of Thatcher Magoun.
MELROSE, . . .	Gift of Andrew Carnegie.
METHUEN, . . .	Gift of heirs of David Nevins.
MIDDLEBOROUGH, . . .	Bequest of Thomas S. Peirce.
MIDDLETON, . . .	Bequest of Hon. Charles L. Flint.
MONSON, . . .	Gift of Mrs. Carrie R. Dale, as a memorial of her father, Horatio Lyon.
MONTAGUE, . . .	Gift of Andrew Carnegie, for a building at Turner's Falls.
NATICK, . . .	Bequest of Miss Mary Ann Morse.
<i>South Natick,</i> . . .	Bequest of Oliver Bacon.
NEEDHAM, . . .	Gift of Andrew Carnegie, for a building at Highlandville.
NEWBURYPORT, . . .	Gift of citizens.
<i>South Newburyport,</i> . . .	Gift of William H. Swasey and other citizens.
NEWTON, . . .	Gift of J. Wiley Edmunds and other citizens.
NORTH ADAMS, . . .	Gift of Hon. Albert C. Houghton, as a memorial of his brother Andrew Jackson Houghton.
NORTHAMPTON, . . .	Bequest of John Clarke, supplemented by other gifts and by the city.
NORTHAMPTON, . . .	Bequest of Hon. Charles Edward Forbes.
<i>Florence,</i> . . .	Gift of Alfred T. Lilly.
NORTH ANDOVER, . . .	Gift of Hon. Moses T. Stevens.
NORTH ATTLEBOROUGH, . . .	Gift of children of Edmund I. and Lucy N. Richards, as a me- morial of their parents.
NORTHBOROUGH, . . .	Gift of Cyrus Gale.
NORTH BROOKFIELD, . . .	Mainly the gift of Erasmus Haston.



NORTHFIELD, . . .	Gift of Elijah M. Dickinson of Fitchburg.
NORTH READING, . . .	Gift of Mrs. Charles F. Flint.
NORTON, . . .	Gift of Mrs. Eliza B. Wheaton.
NORWOOD, . . .	Gift of George H. Morrill and wife, as a memorial of their daughter, Miss Sarah Bond Morrill.
OAKHAM, . . .	Bequest of Charles Fobes of Petersham, as a memorial of his father, Ames Fobes.
ORLEANS, . . .	Built partly by subscriptions.
OXFORD, . . .	Gift of Charles Larned of Boston.
PEABODY, . . .	Gift of George Peabody.
PEMBROKE ( <i>Bryantville</i> ), . . .	Gift of Mrs. Rosilla Cobb.
PEPPERELL, . . .	Bequest of Charles F. Lawrence of New York.
PETERSHAM, . . .	Built mainly by subscriptions.
PITTSFIELD, . . .	Gift of Hon. Thomas Allen.
PLYMOUTH, . . .	Gift of daughters of William G. Russell.
PRINCETON, . . .	Gift of Edward A. Goodnow, as a family memorial.
PROVINCETOWN, . . .	Gift of Hon. Nathan Freeman.
QUINCY, . . .	Gift of heirs of Thomas Crane.
RANDOLPH, . . .	Gift of heirs of Col. Royal Turner.
REHOBOTH, . . .	Gifts of Darius Goff of Pawtucket, R. I.
REVERE, . . .	Gift of Andrew Carnegie.
ROCHESTER, . . .	Partly the gift of Mrs. Elizabeth Leonard of New Bedford.
ROCKLAND, . . .	Gift of Andrew Carnegie.
ROCKPORT, . . .	Gift of Andrew Carnegie.
SALEM, . . .	Gift of heirs of Capt. John Bertram.
SCITUATE, NORTH, . . .	Gift of Silas Peirce of Boston, as a memorial of his wife.
SHIRLEY, . . .	Built mainly by bequest of Mrs. Betsey D. Hasen.
SHREWSBURY, . . .	Bequest of Jubal Howe.
SHUTESBURY, . . .	Bequest of Mirick N. Spear of Amherst.
SOMERSET, . . .	Bequest of Mrs. Sarah Hood.
SOUTHAMPTON, . . .	Gift of Winslow H. Edwards, as a memorial of his father.
SOUTHBRIDGE, . . .	Gift of Holmes Ammidown of New York.
SOUTH HADLEY, . . .	Gift of William H. Gaylord, also gift of Andrew Carnegie, for a building at South Hadley Falls.
SPENCER, . . .	Gift of Richard Sugden.
SPRINGFIELD, . . .	Gift of the City Library Association (1870); Gift of Andrew Carnegie (1905).
STERLING, . . .	Gift of Edward Conant of Worcester, as a memorial of his daughter, Elizabeth Anne.
STOCKBRIDGE, . . .	Gift of Hon. John Z. Goodrich.
STONEHAM, . . .	Gift of Andrew Carnegie.
STOUGHTON, . . .	Gift of Lucius Clapp of Randolph.
STOW, . . .	Gift of Miss Belinda Lull Randall, for estate of John Witt Randall.
STURBRIDGE, . . .	Bequest of George B. Hyde of Boston, as a memorial of his father, Joshua Hyde.
SUDBURY, . . .	Bequest of John Goodnow of Boston.
SUNDERLAND, . . .	Gift of John Long Graves.
SWANSEA, . . .	Gift of Hon. F. S. Stevens.
TAUNTON, . . .	Gift of Andrew Carnegie.

TYNGBOROUGH, . . .	Bequest of Mrs. Lucy Littlefield, as a memorial of her daughter, supplemented by an appropriation by the town.
UXBRIDGE, . . .	Gift of Hon. Edward C. Thayer of Keene, N. H.
WALPOLE, . . .	Gift of Andrew Carnegie.
WARE, . . .	Gift of Hon. William Hyde and others.
WARREN, . . .	Gift of Nathan Richardson and others.
WATER TOWN, . . .	Built by Hollis H. Hunnewell and others.
WAYLAND, . . .	Bequest of Warren Gould Roby.
WELLESLEY, . . .	Gift of Hollis H. Hunnewell.
WEST BROOKFIELD, . . .	Gift of Charles Merriam of Springfield.
WESTFORD, . . .	Gift of Hon. John Varnum Fletcher.
WESTMINSTER, . . .	Bequest of Charles A. Forbush.
WESTWOOD, . . .	Gift of Howard Colburn.
WEYMOUTH, . . .	Gift of Quincy Tufts and his sister, Miss Susan Tufts.
<i>South Weymouth,</i> . . .	Bequest of John S. Fogg.
WILLIAMSBURG, . . .	Bequest of Stephen Meekins.
<i>Haydenville,</i> . . .	Gift of Miss Anna Hayden.
WINTHROP, . . .	Gift of Mrs. Eliza W. Frost, as a memorial of her husband, supplemented by an appropriation by the town.
WOBURN, . . .	Bequest of Charles Bowers Winn, as a memorial of his father.
WRENTHAM, . . .	Gift of heirs of Hon. Josiah J. Fiske.
YARMOUTH, . . .	Gift of Nathan Matthews of Boston.



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APPENDIX III.

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FREE PUBLIC LIBRARY LAWS  
OF  
MASSACHUSETTS.

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# FREE PUBLIC LIBRARY LAWS OF MASSACHUSETTS.

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REVISED LAWS, 1902, CHAPTER 38.

## GENERAL PROVISION.

SECTION 1. Library corporations and associations which have been legally established shall continue to have all the powers and privileges and be subject to all the duties and restrictions attaching thereto.

## LAW LIBRARIES.

SECTION 2. Attorneys at law who have been admitted to practise in the courts of the commonwealth and who are resident in a county for which there is no law library association may organize as a corporation, under the provisions of chapter one hundred and twenty-five, by the name of the Law Library Association for such county, and may adopt by-laws which shall be subject to the approval of the superior court.

SECTION 3. The inhabitants of the county shall have access to the library and may use the books therein, subject to the provisions of the by-laws.

SECTION 4. County treasurers shall annually pay to the law library associations in their respective counties all sums which are paid into the county treasuries during the year by the clerks of the courts, to an amount not exceeding two thousand dollars in any one year. They may also pay to said associations such further sums as the county commissioners may consider are necessary and proper. All sums which are so paid shall be applied to maintain and enlarge such libraries for the use of the courts and citizens. The treasurer of the law library association, before receiving any money from the county treasurer, shall give bond, with sureties to the satisfaction of the commissioners, for the faithful application of such money, and that he will make a return annually to them, under oath, of the manner in which it has been expended.

SECTION 5. Each law library association shall be entitled to receive from the sergeant-at-arms, immediately after their publication, one copy of the legislative documents of the senate and house, the journal of the senate and the journal of the house.

## CITY AND TOWN LIBRARIES.

SECTION 6. A city or town may establish and maintain public libraries for the use of its inhabitants, under regulations prescribed by the city council or by the town, and may receive, hold and manage any gift, bequest or devise for such library. The city council of a city or the selectmen of a town may place in such library the books, reports and laws which may be received from the commonwealth.

## TRUSTEES OF TOWN LIBRARIES.

SECTION 7. A town which raises or appropriates money for the support of a free public library, or free public library and reading room, owned by the town, shall, at an annual meeting or special meeting, unless the same has been acquired entirely or in part through some gift or bequest which contains other conditions or provisions for the election of its trustees or for its care and management which have been accepted by the town, elect by ballot a board of trustees consisting of any number of persons, male or female, divisible by three, which the town determines to elect. When such board is first chosen, one-third thereof shall be elected for one year, one-third for two years and one-third for three years, and thereafter one-third shall be elected annually for the term of three years. The board shall, from its own number, annually choose a chairman and secretary and, if the town so votes, a treasurer, who shall give a bond similar to that given by the town treasurer, in an amount and with sureties to the satisfaction of the selectmen. The town treasurer shall act as treasurer of the board of trustees until the town otherwise directs.

SECTION 8. The board shall have the custody and management of the library and reading room and of all property owned by the town relating thereto. All money raised or appropriated by the town for its support and maintenance shall be expended by the board, and all money or property which the town may receive by gift or bequest for said library and reading room shall be administered by the board in accordance with the provisions of such gift or bequest.

SECTION 9. The board shall make an annual report to the town of its receipts and expenditures and of the property in its custody, with a statement of any unexpended balance of money and of any gifts or bequests which it holds in behalf of the town, with its recommendations.

SECTION 10. The provisions of the three preceding sections shall not apply to library associations, nor to a library organized under a special act.

**BOARD OF FREE PUBLIC LIBRARY COMMISSIONERS.**

**SECTION 11.** There shall be a board of free public library commissioners consisting of five persons, residents of the commonwealth, one of whom shall annually be appointed by the governor, with the advice and consent of the council, for a term of five years. The governor shall designate the chairman thereof.

**SECTION 12.** No member shall receive any compensation, but the board may annually expend not more than five hundred dollars, payable by the commonwealth, for clerical assistance and for other necessary expenses. It shall annually in January make a report to the general court.

**SECTION 13.** The board shall advise the librarian or trustees of any free public library relative to the selection or cataloguing of books and any other matter pertaining to the maintenance or administration of the library.

**SECTION 14.** Said board may, upon the application of the library trustees of a town which has complied with the provisions of sections sixteen and seventeen, and which has no free public library owned and controlled by the town, expend not more than one hundred dollars for books to be selected and purchased by said board and delivered to said trustees for the purpose of establishing a free public library.

**SECTION 15.** If a town, the valuation of which is not more than six hundred thousand dollars and which has a free public library, has complied with all laws relative to the maintenance of such library, and the trustees of the library provide, to the satisfaction of the board, for the distribution of books in different parts of the town where such distribution is necessary, by means of branch libraries or deliveries, and for practical and effective means of rendering the library useful to the teachers and scholars of the public schools in such town, the board may expend, in such amounts and at such times as they determine, not more than one hundred dollars for the purchase of books for each free public library owned and controlled by such town.

**SECTION 16.** A town shall not be entitled to the benefits of the three preceding sections until it accepts the same or has accepted the corresponding provisions of earlier laws and has elected a board of library trustees as provided in section seven, nor until said trustees have made provision satisfactory to said commissioners for the care and distribution of the books furnished by them.

**SECTION 17.** Such town shall, if its last assessed valuation was one million dollars or over, annually appropriate from the dog tax, or otherwise provide for the use and maintenance of its free public library, not



less than fifty dollars; if such valuation was less than one million dollars and not less than two hundred and fifty thousand, not less than twenty-five dollars; and if such valuation was less than two hundred and fifty thousand dollars, not less than fifteen dollars.

ACTS OF 1906, CHAPTER 183.

AN ACT TO AID FREE PUBLIC LIBRARIES IN THE SMALL TOWNS.

*Be it enacted, etc., as follows:*

The board of free public library commissioners may annually expend a sum not exceeding two thousand dollars in aid of free public libraries, especially in those towns the valuation of which does not exceed six hundred thousand dollars. Such aid may include the furnishing of books in small quantities, visits to libraries, the instruction of librarians, and such other means of encouraging and stimulating the small libraries as said commissioners shall deem advisable: *provided*, that a full detail of expenditures under this act shall be printed in the annual report of the commissioners.

APPROPRIATION OF MONEY FOR LIBRARIES, ETC.

Section 15, chapter 25 of the Revised Laws, provides that towns may appropriate money "for the establishment, maintenance or increase of a public library therein, and for the erection or provision of suitable buildings or rooms therefor."

"For maintaining a library therein to which the inhabitants have free access and of which they have the use, and for establishing and maintaining a public reading room in connection with and under the control of the managers of such library."

THE DOG TAX.

Section 163, chapter 102 of the Revised Laws, provides that money received for dog licenses and refunded to the towns "shall be expended for the support of public libraries or schools."

DEFACING OR WILFUL DETENTION OF BOOKS, PAPERS, ETC.

Sections 83 and 84, chapter 208 of the Revised Laws, provide that "whoever wilfully, intentionally and without right, or wantonly and without cause, writes upon, injures, defaces, tears or destroys a book, plate, picture, engraving, map, newspaper, magazine, pamphlet, manuscript or statue which belongs to a law, city, town or other public or incorporated library shall be punished by a fine of not less than five nor more than fifty dollars or by imprisonment for not more than six months."

“Whoever wilfully, intentionally and without right, or wantonly and without cause, detains a book, newspaper, magazine, pamphlet, or manuscript which belongs to a law, city, town or other public or incorporated library for thirty days after notice in writing from the librarian thereof, containing a copy of this section and given after the expiration of the time which, by the regulations of such library, such book, newspaper, magazine, pamphlet or manuscript may be kept, shall be punished by a fine of not less than one nor more than twenty-five dollars or by imprisonment for not more than six months.”

#### DISTURBING PUBLIC LIBRARIES.

Section 33, chapter 212 of the Revised Laws, provides that “whoever wilfully disturbs persons assembled in a public library, or a reading room connected therewith, by making a noise or in any other manner during the time when such library or reading room is open to the public shall be punished by imprisonment for not more than thirty days or by a fine of not more than fifty dollars.”

#### LAND MAY BE TAKEN FOR LIBRARY BUILDINGS.

Section 47 of chapter 25 of the Revised Laws provides that “any land within the limits of a city or town not appropriated to public uses” may be taken “for the purpose of erecting thereon a building to be used for a public school, a library, or an engine house, or for the enlargement of a lot of land taken or used for such purpose,” — but the land thus taken may not exceed two acres in extent.

#### PUBLIC DOCUMENTS.

Under provisions of chapter 9 of the Revised Laws, each town and city library is entitled to receive a copy of the Manual of the General Court, the Blue Book, and a copy of the series of public documents.







**NINETEENTH REPORT**  
**ON THE**  
**CUSTODY AND CONDITION**  
**OF THE**  
**PUBLIC RECORDS**  
**OF**  
**PARISHES, TOWNS, AND COUNTIES.**

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By ROBERT T. SWAN, COMMISSIONER.



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# Commonwealth of Massachusetts.

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OFFICE OF THE COMMISSIONER OF PUBLIC RECORDS,  
STATE HOUSE, BOSTON, MASS., Jan. 1, 1907.

*To the Honorable Senate and House of Representatives.*

I have the honor to submit the fifteenth report of this commission, being the nineteenth in the series of reports on the public records.

The statute requires that the commissioner shall annually make a report to the general court, with any recommendations and suggestions as to the records. That the recommendations and suggestions made year after year by heads of departments and commissioners receive no apparent attention from the Legislature, or are disapproved, does not absolve one from the duty of renewing them. Experience brings the need of them more and more to the front. That public sentiment is influenced by them becomes apparent in time, and necessary legislation is finally obtained. Two examples prove this. In 1890 I advocated longer terms for the recording officers, and renewed the suggestion until 1901, when three-year terms for city and town clerks were made permissive. I have also advanced the idea that the election of registers of deeds for three years, when registers of probate and clerks of the courts were elected for five, was without reason, and in the last Legislature the terms of registers of deeds was made five years. Many other needed changes have been made after the advocacy of a few years. Encouraged by this, and by the fact that many members of the Legislature approve what does not result in immediate legislation, I renew some of the suggestions.



## RESULTS OF THE WORK.

All of the results of the work accomplished cannot, as in many of the State offices, be submitted in an annual report by figures or summaries, nor can work in progress be reported without endangering results. In much of the work the commissioner is obliged to bide the time when the result is assured. Important records, for many years unheard of, or known to be in unauthorized hands, are traced from one to another person or place, not infrequently to distant States. This must be done secretly, as precipitate action might result in their secretion or destruction, but time so changes conditions that they are eventually willingly surrendered. Some results not before reported are presented under the appropriate heads.

## CITY RECORDS.

Salem has recently erected a tier of six vaults attached to the rear of the city hall, thereby making provision for the safety and convenient arrangement of many records which were exposed to danger in the old and inflammable building. This was done at my suggestion, contemplated insufficient action being rescinded.

For several years I have notified the city government of New Bedford that action should be taken to secure the safety of their records, which were in danger, partly in the public library building used for municipal offices, and partly in the city hall. Plans contemplated a few years ago were not carried out, and the city government of 1906 was notified that immediate action must be taken. As a result, an appropriation has been made and extensive alterations are in process. The burning of the city hall last month may open the way to a radical change, which will result in a new and proper building.

The records in the city hall in Northampton are not properly protected, and cannot be in that building without extensive improvements. The suggestion of a new city hall has

led me to defer summary action, but as the prospects of a new building or of any changes in the present seemed more remote than ever, the city government of 1906 was notified that action must be taken. The matter was referred to the appropriate committee, which did not report upon it until almost the end of the municipal year. It has now, wisely, reported against wasting money in the old building, and in favor of the erection of a new one. The election of the city clerk, who has appreciated the danger and constantly endeavored to secure improvement, to the mayoralty will probably result in some action.

Marlborough has finished a new city hall within the past year and the records are now adequately provided for. Learning wisdom from experience, an assembly hall, which was the cause of the burning of the old building, has been eliminated, although there was considerable agitation of the matter before it was decided.

The situation of the wooden city hall in Newton makes it the most hazardous fire risk of any in the State, and its destruction by fire will be no surprise. Constant urging has brought about some improvements in the way of protection of the records, the last being the construction of a good vault outside the walls of the building, where valuable records of the assessors are kept. The rapid burning of the Springfield city hall shows the danger to which, during office hours even, when vaults and safes are open, the records in buildings of this character are exposed. They may well be classed rapid burning.

#### FIRES.

Nearly every year there is a fire which endangers some of the public records, and during the past year there have been two such fires.

About 1 o'clock on the afternoon of December 10 a fire broke out, probably as the result of smoking, in a room on the upper floor of the Holyoke city hall, occupied as a social room by Company D of the Second Regiment. Occurring at

this hour, it was soon discovered and extinguished without further damage than the drenching of parts of the building. No records were destroyed. In a room adjoining the social room there was stored a quantity of ammunition. An assembly hall is in close proximity. That a city government should allow such a combination is, at least, surprising. The ammunition is about to be removed to the new armory.

On the following day, December 11, the interior of the city hall in New Bedford was destroyed by fire. This also occurred about mid-day, at a time when a recount of ballots was in progress, but it could not be controlled. Most of the record offices are in the public library building, only the overseers of the poor, the water board, fire department, and registrars of voters being located in the city hall. The very valuable records of the overseers were in a vault, and those of the other departments in safes, and were uninjured. A room on the second floor, which some years ago was transformed into a vault, contained many old records which had been stored there, and others, which for several years were unprotected, were placed there on the nineteenth day of July last, immediately after my visit of inspection. These were, consequently, saved, but the contents of the room in which they had been were destroyed by fire.

The average American business man never stops to consider that fires are usually the result of carelessness or ignorance, and need not and should not occur, but expects and accepts them as he expects and accepts taxes and death. He complacently sees taxes roll up to unreasonable proportions, hoping to escape enough to pay what he considers about his share. He insures his life, and then lives at a pace beyond his strength, awaiting death. He locates in some building which he expects will burn, insures his stock, puts his accounts and papers in a vault, to the construction of which he does not give a thought, or in a safe which can be bought cheap. He acknowledges the fact that papers may be secure from fire by putting his stocks and bonds in a *safety* vault.

If this man becomes a county commissioner, member of a city government or board of selectmen he takes even less care of the public records than of his private books and papers, partly because of divided responsibility, and partly because he undervalues their worth. He does not consider that the loss of records cannot be made good by money. In this he does not accept his public office as a public trust.

The law requires that he and his colleagues shall "provide fireproof rooms, safes, or vaults" for the preservation of the records, but it stops just short of the means for compelling them to do so. They are advised of their duty by the commissioner, and controversy is apt to arise, the claim generally being made that the records are properly protected. If convinced that action is necessary, considerable time elapses before it is taken. In the cities it is often buried in committee, and the succeeding government has to be notified and the subject commenced anew. If in cases of apparent intentional delay the commissioner should attempt indictment the delay would probably be greater. The only action of this kind of which I can find a record is in Hampden County, where in December, 1869, the grand jury indicted the county commissioners for "unlawfully and contemptuously," from the first day of the July previous, neglecting "to provide and maintain fireproof rooms, with suitable alcoves, cases and boxes, for the safe keeping of all or any of the records, files, papers, and documents belonging to the registry of deeds for said county," and "to provide and maintain a suitable place for the safe keeping and preservation of the other public records and of valuable documents belonging to the said county, and for their particular security and preservation." This indictment was continued from term to term for two years, until December, 1871, when the district attorney entered a *nolle prosequi*.

As a consequence of the above state of affairs I have been powerless to prevent conditions which I knew to be dangerous, what has been accomplished having been done by constant

agitation and urging, attention being directed toward the protection of the most important records. In the numerous fires occurring since I commenced this urging but two important record books have been lost, though some unimportant papers have been, but there have been some narrow escapes.

I have several times urged that the buildings used as depositories of records should not contain assembly halls or rooms to be used for purposes which add a fire risk. This is again emphasized and brought home by the fire in the Holyoke city hall.

Pending the erection of a new city hall in Springfield the city offices are in a schoolhouse fitted up for the purpose. All the important records are in vaults. Learning that it was the desire of part of the citizens to repeat the folly of including an assembly hall in the new building, I addressed a letter to his honor the mayor in the way of protest, just previous, as it happened, to the fire in Holyoke. While, perhaps, appearing to be an interference in a local matter, this seems to be properly part of the duty of the commissioner, who is to do what he can in the line of the protection of the records as intended by the statutes.

If the State does not intend that the counties, cities, and towns shall protect their records as required by the statutes let them be repealed. If it does, there should be provision for prompt compliance with the law after the danger to the records is ascertained and pointed out. What that provision can be I leave to those better versed in the law.

#### LAWS PERTAINING TO PUBLIC RECORDS.

The recording officers in the county, city, and town offices number 406. (This does not include the persons in the departments and boards in the cities and towns who are charged with the care of their respective records.) The changes among them result in there always being some unfamiliar with the laws, decisions, and customs pertaining to the records. The constant changes in the laws also make it difficult if not

almost impossible for the older incumbents to keep thoroughly informed. Inquiries are constantly made of the commissioner concerning the laws, many of which could be answered by reference to them, or by having at hand answers already printed and distributed. Therefore, as a help to the recording officers, I sent to each of them a pamphlet entitled "The Laws, and the Opinions of the Attorneys-General relating to the Public Records, with Suggestions of the Commissioner." A copy of this is herewith appended as Appendix A.<sup>1</sup>

#### POWERS OF BUILDING COMMISSIONERS OR COMMITTEES.

From time to time the question of the building of a city or town hall, or of the providing a safe place for the public records, is, by a vote of the city government or town, placed in the hands of a commission or committee. An impression then prevails that they supersede the officials. Sometimes the committee in a town will include the selectmen, or individual members of the board. Notice to the selectmen that action should be taken has in some cases elicited the reply that a committee has the matter in charge, and contemplates action which may or may not coincide with the views of the selectmen or a majority of them, but that the committee has full powers.

The uncertainty upon this question, and the absence from the act for enlarging the Suffolk county courthouse of any provisions for the fireproof protection required for the records under the general law, seemed to warrant an opinion which should be a guide for the future, both under general and special laws. The opinion of the Honorable Attorney-General is given in the following correspondence:—

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<sup>1</sup> In considering the advisability of issuing the above pamphlet I was led to review the changes among the recording officers, and found that since 1889, when I assumed the duties of commissioner, 428 persons not now in office have occupied the recording offices.

Boston, Aug. 1, 1906.

ROBERT T. SWAN, Esq., *Commissioner of Public Records, 104 State House.*

DEAR SIR: — In reply to your request for my opinion upon the following questions: —

1. Would a commission created by an act of the Legislature to erect a building in which public records were to be kept, be required to provide fireproof rooms, safes or vaults for such records unless so instructed by said act?

2. Would a commission or committee empowered by vote of a city council, or a commission or committee empowered by vote of a town to erect a building in which public records were to be kept, be required to provide fireproof rooms, safes or vaults for such records unless so instructed by said vote?

3. Would the erection of any of the above-mentioned buildings by commissions or committees relieve the officers or boards, county commissioners, city councils, and selectmen of their duty to provide and maintain fireproof rooms, safes or vaults, as required by chapter 35, section 18, of the Revised Laws?

4. Would the members of a board of selectmen, who by vote of the town are members of a building committee, be relieved of their duty under said section 18, provided the majority of such committee had failed to make proper provision for the safety of the records?

Revised Laws, c. 35, § 18, provides: "Officers or boards in charge of a state department, county commissioners, city councils and selectmen shall, at the expense of the commonwealth, county, city or town, respectively, provide and maintain fireproof rooms, safes or vaults for the safe keeping of the public records of their department, county, city or town, other than the records in the custody of teachers of the public schools, and shall furnish such rooms only with fittings of non-combustible materials."

Revised Laws, c. 20, § 5, provides: "Each county except Suffolk shall provide suitable courthouses, jails, houses of correction, fire-proof offices and other necessary public buildings for the use of the county; but the county of Dukes County need not provide a house of correction."

Chapter 20, § 7: "The city of Boston shall provide the public buildings necessary for the use of the county of Suffolk and pay all county charges, except as hereinafter provided."

Chapter 162, § 51: "County commissioners shall provide and

maintain suitable rooms for the use of the probate courts, ample fireproof rooms and suitable alcoves, cases and boxes for the safe keeping of all records, files, papers and documents which belong to the several registries of probate, and shall also provide all books which may be necessary for keeping the records, and all printed blanks and stationery which are used in probate proceedings."

1. I understand that the act of the Legislature which the commissioner has especially in mind is St. 1906, c. 534, which is "An Act to provide for an enlargement of or an addition to the courthouse in the county of Suffolk."

This act provides in its first section for the appointment of a commission. Its second section provides that "Said commission, acting in behalf of the Commonwealth, shall employ an architect or architects and cause to be prepared plans for additional court room accommodations for the county of Suffolk, by adding stories upon the present building and providing therein court rooms and conveniences appurtenant thereto, sufficient for the needs of the courts and for the prompt administration of justice in said county;" and that the commissioners shall "contract for the constructing, completing and furnishing such addition or enlargement of said building."

This act does not specifically authorize the providing of places for the storing of public records. "Court rooms and conveniences appurtenant thereto" may well be interpreted to include places for the storage of the records of such courts, and in providing for such places the commission may provide that they be fireproof.

The commission is not, however, required to provide fireproof rooms, etc.

From the application of Revised Laws, c. 20, § 5, *supra*, the county of Suffolk is expressly excepted.

St. 1906, c. 534, is, so far as an addition to the courthouse is concerned, a substitute for Revised Laws, c. 20, § 7.

Revised Laws, c. 162, § 51, quoted *supra*, is limited in its application to county commissioners. The terms of Revised Laws, c. 35, § 18, quoted *supra*, do not include the commissioners appointed under the act of 1906.

Statutes dealing with the same subjects are to be read together. The statutes above quoted clearly indicate an intention on the part of the Legislature that fireproof rooms, etc., be provided for public records, including the records of courts, but they do not, in my



opinion, impose upon the commission in question an absolute duty to furnish such fireproof rooms, etc. .

In the absence of any indication to the contrary, the principle of interpretation here applied would be applicable in general to acts creating commissions to erect buildings in which public records are to be kept.

2. The same principle is applicable in the case of votes by city councils and by towns. By Revised Laws, c. 35, § 18, the duty is imposed on city councils to furnish fireproof rooms, etc. The natural interpretation of a vote by a city council to erect a building in which public records should be kept would be that it was a vote in the carrying out of the provisions of this section. A commission acting under such a vote would, in my opinion, have authority to erect a building containing fireproof rooms, etc., so far as such fireproof rooms, etc., were parts of the building. It cannot, however, be said that without definite instructions to that effect such a commission would be required to provide for fireproof rooms, etc. A vote by a town empowering a commission or committee to erect a building in which public records were to be kept would be interpreted in the same way.

3 and 4. Clearly, no vote of city council or town could relieve the city council or the selectmen from the duties imposed upon them by Revised Laws, c. 35, § 18.

An act of the Legislature could, of course, relieve officers of duties imposed upon them by this section. I am, however, of opinion that the passage of an act authorizing a commission to erect a building in which public records should be kept would not by implication relieve the officers upon whom the duty was imposed by Revised Laws, c. 35, § 18, of their obligation. Repeals by implication are not favored, and a clear intention to repeal this section must be shown in order to relieve the officers upon whom the duty of providing fireproof rooms, etc., is imposed.

Yours very truly,

(Signed)

DANA MALONE,

*Attorney-General.*

#### POLITICS IN THE RECORDING OFFICES.

The tendency toward eliminating politics from the recording offices would seem to have been checked for the time being, if the last election is considered. Two years ago petitions

for a change in the Constitution, which would require that certain of the county officials should be appointed by the Governor, were presented, but got no further than an adverse report. The bar associations which favored them have made no further move toward legislation, but the idea has been favored by the press from time to time as individual cases have brought the subject to general notice.

That there is a strong sentiment in the community in its favor is undeniable, and the last election shows more than ever its need. There were more contests than usual for the positions of recording officers, especially for the offices of registers of deeds, possibly because the terms have been increased from three to five years. Some of these contests were political, others personal, and some were characterized by false statements and acts which in all else but politics would have been considered contemptible.

A delegate to one convention is reported in print to have said, "I don't deny that the man holding the office is thoroughly competent, but he has held it for twenty-five years and I don't believe it should be in the hands of one man for life." Would it not be better to allow the Governor to continue in office a thoroughly competent man, whose experience and knowledge, acquired by long service, make him an encyclopedia of his office, and one in whom every man and woman owning or having an interest in real estate, or property to be probated upon, has confidence, than to have it in the power of a few individuals or party workers to displace him and put in a possibly incompetent or dishonest and wholly inexperienced one?

The returns of election expenses show that in Suffolk County the clerk of the supreme judicial court contributed toward his election \$1,686.75; the clerk of the superior civil, \$2,035; and the clerk of the superior criminal, \$2,176.75. (The clerks of the municipal civil and criminal courts escape these periodical contributions (?) because they are appointed by the Governor.) The register of deeds elected in Suffolk County, whose salary is \$5,000 a year, expended for his elec-

tion \$5,084.33, while the register who for thirty-six years had filled the office to the greatest satisfaction of the community and honor to himself, but was defeated in a partisan contest, expended \$1,616.75 as a contribution for his election to the office which he had been renominated to fill.

The people of Massachusetts can congratulate themselves that thus far these conditions have not, as in some States, reached the judiciary.

#### SUFFOLK COUNTY REGISTRIES AND COURTHOUSE.

In my last report I advised against the proposed plan of putting additional stories upon the present courthouse, and advocated the erection of a new building for the probate court and registry, and the registry of deeds. This was in accord with the recommendation of the commission which studied the subject and reported to the Legislature of 1905. A new building would provide an absolutely safe place for the records, which they have not now, and leave room in the court house for the accommodation of the courts. It would also prevent the damage and danger to which the records in the registry of deeds would be exposed while the work of enlargement was in progress directly above it.

An act was, however, passed in the closing hours of the session of 1906 authorizing the expenditure of \$700,000 to put *additional* stories on the present courthouse, for the use of the courts only. The act makes no provision for the number of stories nor for accommodation for the two registries. The registry of deeds has already outgrown its quarters, and the registry of probate can be accommodated for about three more years. By that time the board of aldermen of Boston, in their capacity of county commissioners, whose duty it is to provide for the registries, will probably be called upon to perform that duty, and then the separate building may be erected. Figured on the basis of \$700,000 for additional stories on the old building the cost of both schemes is likely to be a considerable sum.



to have and to hold the granted premises, with all the privileges and appurtenances thereto belonging to the said

Albert A. Tisdale  
and his heirs and assigns, to their own use and behoof forever.

And I hereby for myself and my heirs, executors and administrators, covenant with the grantee and his heirs and assigns that I am lawfully seized in fee-simple of the granted premises, that they are free from all incumbrances.

that I have good right to sell and convey the same as aforesaid; and that

I will and my heirs, executors, and administrators shall warrant and defend the same to the grantee and his heirs and assigns forever against the lawful claims and demands of all persons.

And for the Consideration Aforesaid I, Louise S. Stone, wife of the Grantor

hereby release unto the grantee and his heirs and assigns all right of dower and homestead in the granted premises.

In Witness Whereof the said Norman E. Stone and Louise S. Stone

have hereunto set their hands and seals at the County of Middlesex, State of Massachusetts, this 12th day of January, 1901.

Norman E. Stone (seal)  
Louise S. Stone (seal)

Commonwealth of Massachusetts.

January 12, 1901. Then personally  
Norman E. Stone  
instrument to be his free act and deed.

David A. Partridge  
Notary Public (seal)  
1901 at \_\_\_\_\_ h. and \_\_\_\_\_ st. N. M.

Examined

## STATE RECORD INK AND TYPEWRITING.

Following a custom, in April I asked from recording officers who are using typewriting upon the records for specimens of the writing, that I might test them. The request sent to the register of deeds at Fitchburg came to the attention of a reporter, who, in a notice headed "State Ink fades," stated that a test of typewriting on a document long exposed by the register showed that the State ink on the same document had faded out. Feeling sure that the latter statement could not be true, but realizing the serious importance of it if it were, and the importance of contradicting it if it were not, I investigated the matter, and submitted the document to Dr. Bennett F. Davenport, the well-known medico-legal expert, and expert examiner of questioned writings. His report and the accompanying photograph of the document, herewith presented, prove that the State standard ink did not fade, but disappeared as the paper which held it decayed, and that the typewriting done with a carbon ribbon did not fade.

DEAR SIR: — I have carefully examined your specimen sheet of a form of warranty deed, signed on Jan. 23, 1901, by David H. Merriam, register of deeds at Fitchburg, Mass. This in a frame, covered by glass, he then exposed continuously to the weather upon the roof of the front porch of the courthouse until Aug. 6, 1903, — a period of a little over thirty months. During this time melting snow opened the frame and allowed moisture to collect on the paper that was exposed, as he says.

I find large patches of the surface of the paper of a light to a dark brown color. The fiber of the paper at these places is stiff, very brittle, and evidently far gone in the process of decay. A wide margin along the left-hand edge of the sheet is covered with a dark surface fungous growth or mold. In spots the growth appears to have penetrated down into the fiber of the paper, raising the surface and reducing it into a powdery condition when dry, which is then readily removable by brushing off. In the accompanying photograph such spots plainly appear between the words "David A. Partridge" and "Norfolk S.S." Of the original signature the

"David" is still readily legible, although lighter than originally. The greater part of the "H" can be seen upon close inspection, while the "Merriam" appears to be utterly gone. The original sized surface of the paper where it once was is also likewise gone. The remaining present surface shows the rough texture of the interior layer of the paper to which the iron containing ink fluid had never penetrated, for no trace of iron thereon can now be developed by the most delicate chemical reagents.

The fair inference from the conditions as I find them is that the signature portion of the surface of the sheet had been the location of some of the like, deep-penetrating, surface-raising fungous growth, which when dry and in a powdery condition had been brushed off, thus removing bodily, as by a steel knife scraper, the surface of the paper down to below the layer to which the ink had penetrated.

That such a bodily removal of the surface of the paper, taking off any ink lines that might have been thereon, is a probable explanation is sustained by the marked changes which have taken place in the dotted base lines appearing just above and below this signature. These being printed in printer's carbon ink, which is not subject to any fading out change, can have become thus changed only through the bodily removal of the carbon ink from the lighter lines.

The discoloration which appears in the photograph over the "H. Merriam" portion of the signature is due to the chemical reagents which were applied to develop any traces of iron if present. When received that surface was roughened but not discolored. The official record ink which was used for the signature upon this Byron Weston Co. Linen Record Paper, bearing their watermark of 1899, appears thus to have withstood the decomposing influences to which it was exposed fully as well as the paper itself, and by common consent there is no paper better made.

The typewriting proved more permanent because it was a carbon-bearing ribbon that was used. The carbon of such, as of printer's ink, is the only coloring absolutely free from change. But, unfortunately, a method for combining free carbon into a writing fluid yet remains to be discovered, although for ages sought for. Until that discovery is made a properly compounded nutgalls iron ink will probably remain, as now, the best substitute therefor as yet known.

Yours respectfully,  
(Signed) BENNETT F. DAVENPORT.

## STAMPING PADS.

I am constantly reminded that my attempts to have the records made with ink or typewriting which shall not fade are looked upon as a fad, and that my almost annual renewal of the subject is considered useless. I have condemned the use of stamping pads, stating that the manufacturers have not been willing to claim permanency for them. The following statement confirms my position.

A town clerk sent me for treatment for preservation a dilapidated deed to the town which it was desired to use in court. The deed was dated 1790, but was not recorded until 1884, as appears by the registry stamp. Of the impression of the receiving stamp on the outside of the deed, which probably gave the name of the registry and the date of receipt, there remains the figure "1", the word "at", and the letter "M." The figures "4," "10.30," and the letter "A," written with ink, are jet black. The inference can *now* be drawn that this deed was received on the 14th of some month, in some year, at 10.30 A.M., but in two or three years there will be nothing left but the ink inscription, "4, 10.30, and A." Of the register's certificate of record on the inside, there remains an indistinct impression of the name of the city and county (which shall be nameless here), part of the word "Received," and "Book." In jet black ink is written "June 14, 1884," "9.30 A.," "167" following "Book," and the figures "258," meaning, of course, folio 258. The register's signature is in ink. The impression of the stamp is in purple, and could be entirely obliterated by a few days of direct sunlight, and will fade without exposure in a few years.

The question naturally arises as to how valuable the stamped entries upon record books will be in years to come, especially if pads are used containing the notoriously fugitive aniline colors, purple, violet, and green.



## BINDING.

In my report for 1890 I urged the substitution of canvas for leather in binding, and have frequently renewed the suggestion, citing many instances of the destruction of the leather where canvas, under the same exposure from heat, has been but little, if at all, injured. I have claimed that the extra canvas covering outside the leather binding, used in many offices, might as well be the binding itself, saving the cost of the leather. Moreover, the melted leather and glue constitutes an element of danger, as it forms a combination similar in appearance to coal tar, and seals the leaves tightly together.

I have had no actual evidence of the uselessness of leather under canvas, nor of the effect of heat in *an exact spot* upon canvas and leather, until it was presented by Charles R. Hathaway, Esq., Temporary Examiner of Public Records of Connecticut, to whom I am indebted for the photographs here reproduced. Mr. Hathaway says: "The canvas-covered volume represented in the photographs is one of the volumes of probate records belonging to the probate district of East Haddam, and was the only volume which had a canvas cover. The books were kept in an old iron safe on the second floor of a small wooden building, which was totally destroyed by fire in January, 1906. The safe fell into the cellar, and landed face down in a bed of ashes. As soon as the ruins were sufficiently cooled the safe was opened and all the books taken out. None of the records were destroyed or permanently injured, but the leather covering was completely consumed on every book, the condition being the same as the cover shown in the photograph in which the canvas has been removed. The canvas, as the photograph shows, was absolutely uninjured. The district was compelled to rebind every one of its books, a thing which I am satisfied would have been entirely unnecessary had the books been originally bound in canvas or moleskin."

In the light of this evidence I would again urge the use of









canvas only. The atmosphere of steam-heated gas-lighted rooms, which takes the life from leather, leaving it like blotting paper, will not perceptibly affect canvas.

During the year binding of records has been continued, and some very dilapidated ones, which have been located and placed in proper custody, have been preserved. Records have been bound during the year by the Emery Record Preserving Company for the following places: Alford, Carver, Dartmouth, Haverhill, Ipswich, Lancaster, Mount Washington, Nantucket, Norton, Otis, Rehoboth, Rochester, Scituate, West Newbury, and Wilbraham; for the registry of probate and registry of deeds at East Cambridge, and the registries of deeds at Plymouth and Worcester. Work on plans has been continued for the registries of deeds at Plymouth, Taunton, and Worcester, and for the town of Plymouth.

#### PRINTING.

During the year the vital records to 1850 of the following towns have been printed, under the provisions of chapter 470 of the Acts of 1902: Beverly (births), Dalton, Douglas, Edgartown, Grafton, Lynn, Norton, Phillipston, Royalston, Sturbridge, and Wenham.

The following have been published by the city of Boston:—

**BOSTON.** A Volume of Records relating to the Early History of Boston, containing Boston Town Records, 1796 to 1813. (This is the Thirty-fifth Report in the series of Boston Records, formerly called Record Commissioners Reports.) Edward W. McGlenen, City Registrar. Boston, 1905.

**BOSTON.** Vital Records of the Town of Dorchester, from 1826 to 1849. (This is the Thirty-sixth Report of the series of Boston Records, formerly called Record Commissioners Reports.) Edward W. McGlenen, City Registrar. Boston, 1905.

## SEWER RECORDS.

Section 24 of chapter 49 of the Revised Laws is as follows: "Plans and descriptions of all main drains and common sewers belonging to a city or town, with a true record of the charges of making and repairing said drains and sewers, and of all assessments therefor, shall be kept in the office of the city or town clerk." This is a dead letter and should be repealed. It is at direct variance with section 11 of chapter 35, which requires that every board in charge of a department or an office of a city or town, and every sole officer in charge of a department, shall have the control of its or his records, and the word records includes plans. The section also conflicts with some of the city charters. In some of the cities the city engineer has the custody of all plans, the sewer department having no surveying or engineering branch, and in the towns the town clerk is not expected, as a matter of practice and custom, to have anything to do with such plans, unless as he may have the care of a vault where they are deposited.

## DARTMOUTH PROPRIETORS RECORDS.

In accordance with the provisions of chapter 60 of the Resolves of 1906 five volumes of the records of the proprietors of Dartmouth, which were in the New Bedford Free Public Library, have been placed in the registry of deeds for the southern district of the county of Bristol. These were in the library by no authority of law, unprotected from fire, in dilapidated condition, and inaccessible. They have now been bound by the Emery process, are safe, contain 1,360 closely written pages, chiefly of layouts of lands, and are readily accessible.

As will appear by the following extract from the records, and by notes made by J. B. Congdon and Daniel Ricketson, both acknowledged authority on records of the locality, the original records were burned in 1725, and these were made from various data. The Crane referred to in the notes was

Ebenezer Crane, a noted surveyor, a large number of whose field books are in the New Bedford Library. The printing of these, under the circumstances, would be a public benefit.

On page 470 of Book No. 1 is the following: "Whereas in December 1725 the proprietors records of Dartmouth being burnt & many not having any returns therefrom or from surveyors before the sd Disaster of their Just Claims and Rites in sd Town the proprietors of sd Town to Redress such misfortiens and the better to Enable Just Clames to maintain their Rites have chosen a new Committee," etc. On the fly leaf of Book No. 2 is this memorandum, made by Mr. Congdon: "Book No. I. was all written after the fire. The earliest record is 1728. J. B. C." "Crane made no records excepting in his field book. J. B. C." On the same page Mr. Ricketson wrote: "The Records of the Proprietors prior to 1725 were burnt that year, and with the exception of a portion of those in Book I. which appear to have been recorded by Crane, the surveys were copied from said Crane's Pocket Memorandums — of which there are a number. D. R. Jan. 11, 1857."

The titles and contents of the volumes are as follows: —

"The Proprietors Book of Records, No. I." Records of lay outs from Nov. 13, 1710 (recorded in 1728) to 1758.

"The Proprietors Book of Records, No. 2." Records of lay outs from Dec. 4, 1711 (recorded in 1728) to 1795.

"Dartmouth Proprietors Book of Records. Book No. 3." Records of lay outs from "4th month 1735" (recorded in 1795) to 1846.

"Proprietors Journal." Copy of a copy of a deed dated Nov. 29, 1652 from Wasomequin and Wamsutta his son, followed by miscellaneous matter to 1719.

"Dartmouth Proprietors Book of Meetings, Sept. 19, 1794." Records of meetings from March 1, 1726 to Nov. 19, 1821.

At the end of book No. 3 appears this pencil memorandum: "I have this Tenth day of November A.D. 1869, at 5 o'clock 30 min. finished making a Copy of the Proprietors Records



of the Town of Dartmouth. Comprising Books No. 1, 2, 3, 4. Daniel B. Leonard. New Bedford City Clerk's Office, Nov. 10th, 1869."

This copy, probably made under the general authority given county commissioners to have copies made, is in the above-mentioned registry, but as there is no evidence that the copyist was sworn, and no regular attestation, the copy has no legal value.

#### REHOBOTH PROPRIETORS RECORDS.

Five volumes of the dilapidated records of the proprietors of Rehoboth, which should have been deposited with the town clerk of Rehoboth, have always been in possession of the descendants of a former clerk. These have now been recovered and bound. The lands therein recorded are located in the present towns of Rehoboth, Seekonk, Attleborough, and North Attleborough, and East Providence, Pawtucket, and Cumberland, Rhode Island. Both convenience for persons desiring to consult them and safety would seem to make it desirable that they be deposited in the registry of deeds at Taunton. I would, therefore, recommend the passage of a resolve authorizing their transfer; as has been done in the case of Rochester and Dartmouth proprietors records.

#### MANUAL FOR THE GENERAL COURT.

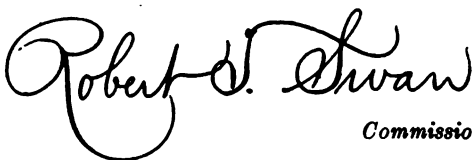
The tables in the Manual for the General Court, under the heading "Counties, Cities, and Towns in Massachusetts," prepared by this office, are being changed from year to year, owing to the investigation and surveys of the topographical division of the Harbor and Land Commission. The correction and adjustment of town lines makes necessary new legislation, which must be added, and the identification of bounds named in ancient petitions and accompanying laws makes clear matters which have been in doubt, and warrants the insertion of the changes made. Petitions are numerous of persons who set forth that they were remote from the meeting

house in their town or parish and desired to be set off with their estates to another parish. Whether action was taken, or if taken what territory was involved, has often been a question as far as the records showed, but the investigations have settled the questions, and have shown transfer of territory, in some cases very large tracts as land is now valued, from one town to another. A notable instance, recognized in the Manual for 1907, is the granting to Shirley of a tract of land called "Stow Leg," entirely remote from Stow.

#### PLANTATION OF MASSACHUSETTS BAY.

The second volume of the records in the Suffolk County registry of probate (contemporaneous with the first volume) contains a record which I do not find has been printed in any of the volumes of the records of the colony. It is entitled "A Journall or Daye Booke Concerning the pticuler imployment of the genall stock belonginge to the Compaine of Adventurers ffor a plantacon at Mattachussette Baye in Newe England in America."

The volume is one of the regular series, and this record, together with the above and the regular title, is entered on three unnumbered, or fly, leaves. It is not included in the copy, which is also in the registry, and probably for these reasons has escaped attention. As an interesting addition to the history of the Commonwealth it is herewith-appended, as Appendix B.

A large, elegant handwritten signature in cursive script, reading "Robert D. Swan". The signature is written in dark ink and occupies the lower center of the page.

*Commissioner.*



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**APPENDIX A.**

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**THE LAWS**

**AND THE**

**OPINIONS OF THE ATTORNEYS-GENERAL**

**RELATING TO**

**THE PUBLIC RECORDS,**

**WITH**

**SUGGESTIONS OF THE COMMISSIONER.**

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# LAWS, AND OPINIONS OF THE ATTORNEYS- GENERAL.

## LAWS.

### Revised Laws, Chapter 35.

#### OF THE PUBLIC RECORDS.

SECTIONS 1-4. — Commissioner of Public Records.

SECTIONS 5-23. — Public Records.

#### COMMISSIONER OF PUBLIC RECORDS.

SECTION 1. There shall be a commissioner of public records, who shall be appointed by the governor, with the advice and consent of the council, for a term of three years, unless sooner removed by the governor.

Commissioner  
of public  
records.  
Rea. 1839. 103.  
1892, 333, § 1.

SECTION 2. He shall receive from the commonwealth an annual salary of twenty-five hundred dollars, and he may expend not more than twenty-five hundred dollars annually for such travelling, clerical and other necessary expenses as the governor and council may approve.

Salary and  
expenses.  
1892, 333, § 2.

SECTION 3. He shall take the necessary measures to put the records of the counties, cities, towns, churches, parishes or religious societies in the custody and condition required by law and to secure their preservation, and for that purpose he may expend from the amount appropriated for expenses such amount as he considers necessary.

Duties.  
1892, 333, § 3.  
1898, 67.  
[1 Op. A. G.  
207.]

SECTION 4. He shall annually, in January, make a report to the general court, with any recommendations and suggestions as to such records.

Report.  
1892, 333, § 4.

#### PUBLIC RECORDS.

SECTION 5. In construing the provisions of this chapter and other statutes, the words "public records" shall, unless a contrary intention clearly appears, mean any written or printed book or paper, any map or plan of the commonwealth or of any

Definition of  
public records.  
1897, 439, § 1.  
(See  
amendment  
to section  
23.)

county, city or town which is the property thereof and in or on which any entry has been made or is required to be made by law, or which any officer or employee of the commonwealth or of a county, city or town has received or is required to receive for filing, and any book, paper, record or copy mentioned in the six following sections. The word "record" shall, in this chapter, mean any written or printed book, paper, map or plan.

Quality of  
paper for pub-  
lic records.  
1815, 73.  
R. S. 14, § 116.  
G. S. 29, § 1.  
P. S. 37, § 1.  
1891, 281.  
1897, 439, § 1.

SECTION 6. All matters of public record other than maps and plans shall be entered or recorded on paper made of linen rags and new cotton clippings, well sized with animal sizing and well finished, and preference shall be given to paper of American manufacture marked in water line with the name of the manufacturer.

Standard  
record ink.  
1894, 378.  
1898, 510.  
1899, 354, §§ 2,  
3.

SECTION 7. The commissioner shall from time to time advertise for proposals to furnish the several departments and offices of the commonwealth, and of the counties, cities or towns in which public records are kept, with ink of a standard, and upon conditions, established by him, at such periods and in such quantities as may be required, and he may make contracts therefor. The inks so furnished, before being accepted by him, shall be examined by a chemist designated by him and, if at any time any of said inks shall be found inferior to the established standard, the commissioner may cancel the contract for furnishing such ink.

Prohibition.  
1894, 378.  
1898, 510.  
1899, 354, § 1.

SECTION 8. Persons having the care or custody of public records in any department or office of the commonwealth, or of any county, city or town, shall not, except as provided in the following section, use or permit to be used upon any public record written by them or under their direction any ink except ink furnished by the commissioner.

Certain appli-  
cances forbid-  
den.  
1899, 354, § 4.

SECTION 9. Such persons shall not use or permit to be used upon such records any ribbon, pad or other device used for printing by typewriting machines, or any ink contained in such ribbon, pad or device, except such as has been approved by the commissioner. If the commissioner finds that an article so approved is inferior to the standard established by him he shall cancel his approval.

Penalty.  
1898, 510.  
1899, 354, § 5.

SECTION 10. Whoever violates the provisions of the two preceding sections shall be punished by a fine of not more than fifty dollars.

SECTION 11. Every board or commission in charge of a department or office of the commonwealth or of a county, city or town, for which no clerk is otherwise provided by law, shall designate some person as clerk, who shall enter all its votes, orders and proceedings in books and shall have the custody of such books, and the board or commission shall designate an employee or employees who shall have the custody of the other public records of such board or commission. Every sole officer in charge of a department or office of the commonwealth or of a county, city or town who has any public records in such department or office shall have the custody thereof.

Custody of  
records; clerk.  
1897, 439, §§ 2,  
3.

SECTION 12. Every city or town clerk shall have the custody of all records of proprietors of towns, townships, plantations or common lands, if the towns, townships, plantations or common lands to which such records relate, or the larger part thereof, are within his city or town and the proprietors have ceased to be a body politic. The secretary of the commonwealth, clerk of the county commissioners and city or town clerks shall respectively have the custody of all other public records of the commonwealth or of the county, city or town of which he is clerk, if no other disposition of such records is made by law or ordinance, and shall certify copies thereof.

Custody of  
ancient  
records.  
1783, 39, § 9.  
R. S. 43, § 17.  
1851, 161, §§ 5,  
8.  
G. S. 29, §§ 11,  
12.  
P. S. 37, §§ 14,  
15.  
1890, 227.  
1892, 314, § 3.  
1897, 439, § 3.

SECTION 13. If a church, parish, religious society, monthly meeting of the people called Friends or Quakers, or any similar body of persons who have associated themselves together for the purpose of holding religious meetings, shall cease for the term of two years to hold such meetings, the persons having the care of any records or registries of such body, or of any officers thereof, shall deliver all such records, except records essential to the control of any property or trust funds belonging to such body, to the clerk of the city or town in which such body is situated and such clerk may certify copies thereof. If any such body, the records or registries of which, or of any officers of which, have been so delivered, shall resume meetings under its former name or shall be legally incorporated, either alone or with a similar body, the clerk of such city or town shall, upon demand in writing by a person duly authorized, deliver such records or registries to him if he shall in writing certify that to the best of his knowledge and belief said meetings are to be continued or such incorporation has been legally completed. The superior

Church  
records.  
1892, 314, § 3.  
1897, 439, § 3.  
1898, 453.



court shall have jurisdiction in equity to enforce the provisions of this section.

Preservation  
of papers.

1894, 356, §§ 1,  
2,  
1897, 439, § 4.

SECTION 14. Every original paper belonging to the files of the commonwealth, or of any county, city or town, bearing date earlier than the year eighteen hundred, every book of registry or record, every deed to the commonwealth or to any county, city or town, every report of an agent, officer or committee relative to bridges, highways, streets, town ways, sewers or other state, county or municipal interests or matters which are not required to be recorded in a book, and are not so recorded, shall be preserved and safely kept, and every other paper belonging to such files shall be kept for seven years after the latest original entry therein or thereon, unless otherwise provided by law; and no such paper shall be destroyed without the written approval of the commissioner of public records.

Copies of  
records.

1857, 84, §§ 1,  
2,  
G. S. 29, §§ 5,  
6,  
1865, 265,  
1874, 162,  
P. S. 37, §§ 5,  
6, 9,  
1887, 202, § 1,  
1897, 439, § 5.

SECTION 15. County commissioners, city councils and selectmen may cause copies of records of counties, cities or towns, of town proprietaries, of proprietors of plantations, townships or common lands, relative to land situated in their county, city or town or of easements relating thereto, to be made for their county, city or town, whether such records are within or without the commonwealth. City councils and selectmen may also cause copies to be made of the records of births, baptisms, marriages and deaths which are kept by a church or parish which is in their city or town.

Preservation  
of worn  
records.

1851, 161, §§ 2,  
6,  
1857, 84, §§ 1,  
2,  
G. S. 29, §§ 2,  
7, 8,  
P. S. 37, §§ 2,  
7, 8,  
1897, 439, §§ 6,  
8,  
[1 Op. A. G.  
484.]

SECTION 16. Every person who has the custody of any public record books of a county, city or town shall, at its expense, cause them to be properly and substantially bound. He shall have any such books, which may have been left incomplete, made up and completed from the files and usual memoranda, so far as practicable. He shall cause fair and legible copies to be seasonably made of any books which are worn, mutilated or are becoming illegible, and cause them to be repaired, rebound or renovated. He may cause any such books to be placed in the custody of the commissioner of public records, who may have them repaired, renovated or rebound at the expense of the county, city or town to which they belong. Whoever causes such books to be so completed or copied shall attest them, and shall certify, under oath, that they have been made from such files and memoranda or are

copies of the original books. Such books shall then have the force of the original records.

SECTION 17. Every person who has the custody of any public records shall, at reasonable times, permit them to be inspected and examined by any person, under his supervision, and shall furnish copies thereof on the payment of a reasonable fee. In cities and towns such inspection and furnishing of copies may be regulated by ordinance or by-law.

Records open  
for inspection.  
1857, 84, § 3.  
1851, 161, § 4.  
G. S. 29, § 10.  
P. S. 37, § 13.  
1897, 439, § 7.

SECTION 18. Officers or boards in charge of a state department, county commissioners, city councils and selectmen shall, at the expense of the commonwealth, county, city or town, respectively, provide and maintain fireproof rooms, safes or vaults for the safe keeping of the public records of their department, county, city or town, other than the records in the custody of teachers of the public schools, and shall furnish such rooms only with fittings of non-combustible materials.

Fireproof  
vaults.  
1811, 165.  
R. S. 14, § 104.  
1851, 161, §§ 1,  
2.  
1857, 97, § 1.  
G. S. 29, §§ 3, 4.  
P. S. 37, §§ 3, 4.  
1897, 439, § 10.

SECTION 19. All such records shall be kept in the rooms in which they are ordinarily used, and so arranged that they can be conveniently examined and referred to. When not in use, they shall be kept in the fireproof rooms, vaults or safes provided for them.

Arrangement  
of records for  
reference.  
1897, 439, § 9.

SECTION 20. Whoever is entitled by law to the custody of public records shall demand the same from any person in whose possession they may be, and he shall forthwith deliver the same to him.

Custodian to  
demand  
records.  
1897, 439, § 9.

SECTION 21. Whoever has the custody of any public records shall, upon the expiration of his term of office, employment or authority, deliver over to his successor all such records which he is not authorized by law to retain, and shall make oath that he has so delivered them, according as they are the records of the commonwealth or of a county, city or town, before the secretary of the commonwealth, the clerk of the county commissioners or the city or town clerk, who shall, respectively, make a record of such oath.

Surrender of  
records by re-  
tiring officer.  
1891, 340.  
1897, 439, § 11.

SECTION 22. Whoever unlawfully keeps in his possession any public record or removes the same from the room in which it is usually kept, or alters, defaces, mutilates or destroys any public record or violates any provision of this chapter shall, for each offence, be punished by a fine of not less than ten nor more

Penalties.  
1851, 161, §§ 4,  
5, 7, 8.  
1857, 97, § 2.  
G. S. 29, § 13.  
P. S. 37, § 16.  
1890, 392.  
1897, 439, § 12.

than five hundred dollars. A public officer who refuses or neglects to perform any duty required of him by this chapter shall, for each month of such neglect or refusal, be punished by a fine of not more than twenty dollars.

Limit of application of chapter.  
1897, 439, § 13.

SECTION 23. The provisions of this chapter shall not apply to the records of the general court. [The provisions of sections five and seventeen of this chapter shall not apply to declarations, affidavits and other papers filed by claimants in the office of the commissioner of state aid and pensions; nor to any records kept by said commissioner for use for reference by the officials of his department.]<sup>1</sup>

#### Revised Laws, Chapter 162.

Court rooms, rooms for records, etc., to be provided.  
1823, 141, § 4.  
R. E. 83, § 54.  
G. S. 117, § 31.  
1872, 126.  
1876, 234, § 1.  
P. S. 156, § 42.

SECTION 51. County commissioners shall provide and maintain suitable rooms for the use of the probate courts, ample fireproof rooms and suitable alcoves, cases and boxes for the safe keeping of all records, files, papers and documents which belong to the several registries of probate, and shall also provide all books which may be necessary for keeping the records, and all printed blanks and stationery which are used in probate proceedings.

Same subject.  
1876, 234, § 2.  
P. S. 156, § 43.

SECTION 52. If in the opinion of a justice of the supreme judicial court the fireproof rooms provided under the preceding section are insufficient, he shall, upon application of the judge or register of probate of the county, certify the need of additional accommodations to the county commissioners of such county, and they shall forthwith provide such additional fireproof rooms and other accommodations as may be necessary.

#### Acts of 1902, Chapter 311.

Custody of certain public records of Norfolk county.

SECTION 1. All public records of the county of Norfolk prior to the year sixteen hundred and eighty-one which shall be found within the Commonwealth, except those now in the registry of deeds for the southern district of Essex county, shall be deposited in the office of the clerk of the courts in Essex county.

Custody of certain public records.

SECTION 2. Any public records, except those mentioned in the foregoing section, deposited elsewhere than in the office in

<sup>1</sup> Amendment, chapter 177 of the Acts of 1903.

the county, city or town to which they respectively originally belonged, shall be kept in the custody of the person having the custody of similar records in such original county, city or town. But this section shall not apply to the records of the town of Adams deposited in North Adams, under the provisions of chapter one hundred and forty-three of the acts of the year eighteen hundred and seventy-eight.

SECTION 3. Whoever under the provisions of this act is to become the custodian of any of the records mentioned in this act shall demand the same from any person in whose possession they may be, and such person shall forthwith deliver the same to him.

Certain persons to deliver records upon demand.

SECTION 4. Whoever refuses or neglects to perform any duty required of him by this act shall be punished by a fine of not more than twenty dollars.

Penalty.

## OPINIONS.

BOSTON, June 4, 1890.

To His Excellency JOHN Q. A. BRACKETT, *Governor*.

DEAR SIR : — I have the honor to reply to yours of the 2d instant, asking my opinion on the question, "Can city governments and selectmen erect brick vaults in the place of fireproof safes, under the provisions of chapter 37, section 4, of the Public Statutes?"

The language of the section is: "City governments and selectmen shall provide, at the expense of their respective cities and towns, fireproof safes of ample size for the preservation of books of record or registry, and other important documents or papers belonging to such cities and towns; and the clerk of each city and town shall keep in the safe so provided all such books, papers, and documents at all times except when they are wanted for use."

A brick vault, properly constructed, in my opinion would be a fireproof safe. It is not necessary that the safe should be an iron safe. The provisions of the law would be answered if a properly constructed fireproof brick vault, or fireproof iron safe, should be provided.

The law is that the "city governments and the selectmen shall provide at the expense of their respective cities and towns."

It is the duty of the city governments and the selectmen of towns to provide the fireproof safes, as the law provides, regardless of the question whether a city or town has or will refuse to appropriate money to pay for them. The expense of the safes would be a valid claim against the cities and towns, and the collection thereof from the cities and towns could be enforced by law. It would be their duty to raise and appropriate money to pay such expenses, and it may be, though of this I am not certain, that, after the expense had been incurred, an indictment under section 16 of said chapter would lie against a city or town for a refusal or neglect to perform such duty. The city government and selectmen of towns, I think, might be subject to indictment for a non-performance of their duties, and could also be by mandamus, or some other suitable process, compelled specifically to discharge their duties and provide the safes.

Very respectfully yours,

A. J. WATERMAN,  
*Attorney-General.*

## PUBLIC RECORDS. — CHURCH RECORDS.

[Opinions Attorney-General, Vol. 1, p. 207.]

The Commissioner of Public Records has no authority to require the records of existing churches, parishes, or religious societies to be kept with the same safety required in the case of city, county, or town records.

I take pleasure in acknowledging your letter of February 6, asking my opinion as to whether, under St. 1892, c. 333, § 3, you have any authority to require that the records of existing churches, parishes, or religious societies shall be kept with the same safety required for county, city, or town records.

It is your duty under the said act of 1892 "to take such action as may be necessary to put the public records of the counties, cities, towns, churches, parishes, or religious societies of the Commonwealth in the custody and condition contemplated by the various laws relating to said records, and to secure their preservation."

The laws relating to the preservation, condition, and custody of the public records of the Commonwealth are embraced in Pub. Sts., c. 37, and the various amendments thereto. These acts, with the exception of Pub. Sts., c. 37, § 15, are all limited, as regards this question, to the custody and preservation of the records of counties, towns, and cities. The only instance where legal provision is made for the preservation of the records of a church or religious society occurs in said section 15, which provides, in the case of a church or religious society ceasing to have a legal existence, and when the care of its records and registries is not otherwise provided for by law, that the person having possession of such records or registries shall deliver them to the clerk of the city or town in which said church or society was situated.

In the case, therefore, of an existing church, parish, or religious society, there is no legal provision regulating the preservation of its records. And, although it may be true that in many cases the earliest records concerning the town in question are embraced within the records of some church, parish, or religious society, it cannot be said that this would make a record belonging to such a body the record of a town or city within the meaning of the words of the statutes. The words "records of the counties, cities, or towns," as used in the statutes, mean the records owned by such bodies, and cannot include the records concerning the towns in question, however valuable they may be from some historical point of view, which belong to another corporate body not included in the words "counties, cities, or towns."

It is your duty, therefore, in the case of the records of churches, parishes, or religious societies of the Commonwealth, to see that such records shall

be kept in the custody and condition contemplated by the various laws relating to churches, parishes, or religious societies; and you cannot require the records of these bodies to be kept in the manner prescribed for counties, cities, or towns. If such a course be desirable, your only remedy is to secure adequate legislation.

It might be claimed, under the authority of the words "and to secure their preservation," in section 3 quoted above, that you were given the power in question. The clause is ambiguous, and it is a question whether it should not be read as meaning that you were to secure their preservation in the manner contemplated by the various laws relating to records. But, however this question may be answered, I do not think that this clause is sufficient to give you authority to require that the records of churches, parishes, or religious societies should be kept with the same safety required by the statutes in case of county, city, or town records.

#### PUBLIC RECORDS. — TOWN DOCUMENTS. — WARRANTS FOR HOLDING TOWN MEETINGS.

[Opinions Attorney-General, Vol. 1, p. 325.]

St. 1894, c. 356, requiring the preservation of certain town documents for several years only, does not apply to warrants for the holding of town meetings. Such warrants should be permanently preserved.

Your letter of April 5 requests my opinion upon the question whether, under St. 1894, c. 356, town clerks are required to preserve warrants for town meetings longer than seven years.

Section 1 provides that certain documents shall not be destroyed, to wit, (1) books of record or registry; (2) original papers dated earlier than the year 1800; (3) deeds; and (4) reports of "any town officer or committee of any county, city, or town relating to bridges, highways, streets, town ways, sewers, or other county or municipal interests or matters." It is obvious that town warrants are not included within the provisions of this section. Section 2 prohibits the destruction of any other paper belonging to the files of the town until after seven years. In answering your question literally, therefore, it is plain that under the provisions of this statute town warrants need not be kept longer than seven years.

But I do not regard this statute as intended to be comprehensive of all the duties of the town officers relating to the preservation of documents. It prohibits the destruction of certain documents within seven years, and is not intended to require or permit such destruction, even at the end of seven years, if for any reason, they should be preserved.

The warrant for the town meeting, and the return of service of it, are essential to give validity to the proceedings of town meetings. If there is no warrant, or it is improperly or insufficiently served, the title of the officers chosen at the meeting may be directly, and in some cases, perhaps, collaterally, impeached. Most proceedings become of little importance after the expiration of the year, but some may be questioned even after the expiration of seven years; as, for example, town by-laws or long time loans. In such cases, the warrant and its service may at any time become of vital importance. It is evident, therefore, that the statute requiring preservation of town documents for seven years has no application to town meeting warrants; and that they should be permanently preserved. It may be said that the recording of the warrant, and of the return of service upon it, sufficiently preserves the evidence essential to show the validity of the meeting. There is no statute, however, requiring the clerk to record the warrant; and, although the record when made has been accepted by the courts as evidence of the contents of the warrant and the manner of its service (*Commonwealth v. Sullivan et al.*, 165 Mass. 183), it is not entirely certain that if the question were directly raised the record of the clerk would be competent evidence of the contents of the warrant or of the service of it.

It is undoubtedly the safer course for town clerks to follow the practice of private corporations in recording the call for the meeting with the proceedings of the meeting itself; but the warrant itself is, nevertheless, the best evidence, and should be preserved.

#### PUBLIC RECORDS. — REPAIR. — EXPENSE.

[Opinions Attorney-General, Vol. 1, p. 484.]

St. 1897, c. 439, § 6, requires every person having the custody of the public records of a county, city, or town to keep them in repair, and such county, city, or town must bear the expense, whether it has appropriated money for that purpose or not.

I have your letter of the 7th, inquiring whether, under St. 1897, c. 439, § 6, any person having the custody of any public records can lawfully incur expense which a county, city, or town will be obliged to pay, unless an appropriation for the purpose has previously been made by the county, city, or town.

The statute in question provides that "Every person having the custody of any public records of a county, city, or town, consisting of written or printed books, shall, at the expense of the county, city, or town, have all such books properly and substantially bound," etc. This statute makes the duty of the custodian imperative, whether an appropriation is made by the



county, city, or town, or not, and even if no such appropriation be made. He must obey the law. Failure to perform this duty by him is punishable under the provisions of section 12 of the same act.

The liability of the county, city, or town for the expense so incurred does not arise from any act of the corporation itself, but exists by virtue of the statute provision. It is plainly the duty of the county, city, or town to appropriate money for the purpose specified in the act; but if it fails to perform its duty it does not thereby escape its liability therefor.

COMMONWEALTH OF MASSACHUSETTS,  
OFFICE OF THE ATTORNEY-GENERAL, BOSTON, July 8, 1904.

ROBERT T. SWAN, Esq., *Commissioner of Public Records.*

DEAR SIR : — I have your communication of June 2 in which you submit for my consideration the following question : —

“Are cancelled promissory notes, receipted bills and vouchers of various kinds, showing payment and receipt of money, included among the papers ‘belonging to the files’ mentioned in chapter 35, section 14, of the Revised Laws?”

I assume that the papers referred to in the inquiry relate to property or administrative affairs of the Commonwealth, or of a county, city or town, and are in the custody of duly authorized public officials representing the Commonwealth or the several counties, cities or towns.

Section 14, referred to in the question of the commissioner, is as follows : —

Every original paper belonging to the files of the commonwealth, or of any county, city or town, bearing date earlier than the year eighteen hundred, every book of registry or record, every deed to the commonwealth or to any county, city or town, every report of an agent, officer or committee relative to bridges, highways, streets, town ways, sewers or other state, county or municipal interests or matters which are not required to be recorded in a book, and are not so recorded, shall be preserved and safely kept, and every other paper belonging to such files shall be kept for seven years after the latest original entry therein or thereon, unless otherwise provided by law; and no such paper shall be destroyed without the written approval of the commissioner of public records.

This latter section, which is a re-enactment of St. 1904, chapter 356, must be construed to require that every paper belonging to the files of the Commonwealth, or of any county, city or town, shall be retained for at least seven years, unless other provision is made by law, and that certain specified papers and records shall not be destroyed at all.

I am of opinion that promissory notes, receipted bills and vouchers are properly papers belonging to the files, and are therefore required to be pre-

served for seven years. While it is true that such papers are not in the majority of cases required by law to be filed within the meaning of Revised Laws, chapter 35, section 5, which defines public records, and are not necessarily preserved for the reason that they are public records, they are, nevertheless, papers belonging to the files, and their preservation is required for the reason that they are or may be of importance as evidence in the event of actions brought against the Commonwealth, or any county, city or town, upon the matters to which they relate. They are, in fact, private records of the departments by which they are kept, and as such are an essential part of the files of such department. Their filing is required not by express provision of law but by the necessity for their preservation for the purposes of evidence.

For these reasons I am of opinion that your question must be answered in the affirmative.

Very truly yours,

HERBERT PARKER,

*Attorney-General.*

Boston, Aug. 1, 1906.

ROBERT T. SWAN, Esq., *Commissioner of Public Records, 104 State House.*

DEAR SIR: — In reply to your request for my opinion upon the following questions: —

1. Would a commission created by an act of the Legislature to erect a building in which public records were to be kept, be required to provide fireproof rooms, safes or vaults for such records unless so instructed by said act?
2. Would a commission or committee empowered by vote of a city council, or a commission or committee empowered by vote of a town to erect a building in which public records were to be kept, be required to provide fireproof rooms, safes or vaults for such records unless so instructed by said vote?
3. Would the erection of any of the above-mentioned buildings by commissions or committees relieve the officers or boards, county commissioners, city councils, and selectmen of their duty to provide and maintain fireproof rooms, safes or vaults, as required by chapter 35, section 18, of the Revised Laws?
4. Would the members of a board of selectmen, who by vote of the town are members of a building committee, be relieved of their duty under said section 18, provided the majority of such committee had failed to make proper provision for the safety of the records?

Revised Laws, c. 35, § 18, provides: "Officers or boards in charge of a state department, county commissioners, city councils and selectmen shall, at the expense of the commonwealth, county, city or town, respectively, provide and maintain fireproof rooms, safes or vaults for the safe keeping of the public records of their department, county, city or town, other than the records in the custody of teachers of the public schools, and shall furnish such rooms only with fittings of non-combustible materials."

Revised Laws, c. 20, § 5, provides: "Each county except Suffolk shall provide suitable court houses, jails, houses of correction, fireproof offices and other necessary public buildings for the use of the county; but the county of Dukes County need not provide a house of correction."

Chapter 20, § 7: "The city of Boston shall provide the public buildings necessary for the use of the county of Suffolk and pay all county charges, except as hereinafter provided."

Chapter 162, § 51: "County commissioners shall provide and maintain suitable rooms for the use of the probate courts, ample fireproof rooms and suitable alcoves, cases and boxes for the safe keeping of all records, files, papers and documents which belong to the several registries of probate, and shall also provide all books which may be necessary for keeping the records, and all printed blanks and stationery which are used in probate proceedings."

1. I understand that the act of the Legislature which the commissioner has especially in mind is St. 1906, c. 534, which is "An Act to provide for an enlargement of or an addition to the court house in the county of Suffolk."

This act provides in its first section for the appointment of a commission. Its second section provides that "Said commission, acting in behalf of the Commonwealth, shall employ an architect or architects and cause to be prepared plans for additional court room accommodations for the county of Suffolk, by adding stories upon the present building and providing therein court rooms and conveniences appurtenant thereto, sufficient for the needs of the courts and for the prompt administration of justice in said county" and that the commissioners shall "contract for the constructing, completing and furnishing such addition or enlargement of said building."

This act does not specifically authorize the providing of places for the storing of public records. "Court rooms and conveniences appurtenant thereto" may well be interpreted to include places for the storage of the records of such courts, and in providing for such places the commission may provide that they be fireproof.

The commission is not, however, required to provide fireproof rooms, etc.

From the application of Revised Laws, c. 20, § 5, *supra*, the county of Suffolk is expressly excepted.

St. 1906, c. 534, is, so far as an addition to the courthouse is concerned, a substitute for Revised Laws, c. 20, § 7.

Revised Laws, c. 162, § 51, quoted *supra*, is limited in its application to county commissioners. The terms of Revised Laws, c. 35, § 18, quoted *supra*, do not include the commissioners appointed under the act of 1906.

Statutes dealing with the same subjects are to be read together. The statutes above quoted clearly indicate an intention on the part of the Legislature that fireproof rooms, etc., be provided for public records, including the records of courts, but they do not, in my opinion, impose upon the commission in question an absolute duty to furnish such fireproof rooms, etc.

In the absence of any indication to the contrary, the principle of interpretation here applied would be applicable in general to acts creating commissions to erect buildings in which public records are to be kept.

2. The same principle is applicable in the case of votes by city councils and by towns. By Revised Laws, c. 35, § 18, the duty is imposed on city councils to furnish fireproof rooms, etc. The natural interpretation of a vote by a city council to erect a building in which public records should be kept would be that it was a vote in the carrying out of the provisions of this section. A commission acting under such a vote would, in my opinion, have authority to erect a building containing fireproof rooms, etc., so far as such fireproof rooms, etc., were parts of the building. It cannot, however, be said that without definite instructions to that effect such a commission would be required to provide for fireproof rooms, etc. A vote by a town empowering a commission or committee to erect a building in which public records were to be kept would be interpreted in the same way.

3 and 4. Clearly, no vote of city council or town could relieve the city council or the selectmen from the duties imposed upon them by Revised Laws, c. 35, § 18.

An act of the Legislature could, of course, relieve officers of duties imposed upon them by this section. I am, however, of opinion that the passage of an act authorizing a commission to erect a building in which public records should be kept would not by implication relieve the officers upon whom the duty was imposed by Revised Laws, c. 35, § 18, of their obligation. Repeals by implication are not favored, and a clear intention to repeal this section must be shown in order to relieve the officers upon whom the duty of providing fireproof rooms, etc., is imposed.

Yours very truly,  
(Signed)

DANA MALONE,  
*Attorney-General.*

## CIRCULARS.

## COPY OF CIRCULAR.

*To whom it may concern:*

It is evident that there has been much ignorance upon the subject of dates among persons having the custody of ancient records, and of others who have copied, bound, or consulted them. Many serious errors have resulted, especially where copyists have undertaken to correct what they thought to be errors, or to solve doubts. Many town histories contain wrong dates, especially concerning legislation.

To prevent, as far as possible, further errors, it has seemed well to place the following statement before the recording officers, although it will reach many familiar with the subject.

Until 1752, when Parliament fixed January 1 as the commencement of the *legal* year, it commenced with March 25 (the Feast of the Annunciation), and the custom was quite general of calling a month by its number rather than its name. The months were numbered as follows:—

March, . . . . . 1	July, . . . . . 5	November, . . . . . 9
April, . . . . . 2	August, . . . . . 6	December, . . . . . 10
May, . . . . . 3	September, . . . . . 7	January, . . . . . 11
June, . . . . . 4	October, . . . . . 8	February, . . . . . 12

Under this plan the following forms of entry were common: 10, 7th mo. 1641; 10; 7: 1641; 10, 7ber, 1641, — meaning September 10, 1641.

The *legal* year, until and including 1751, commenced with March 25; the year 1752 with January 1. Prior to 1752, as the *legal* year did not terminate until March 24, it was often the custom to continue the figures belonging to the months of the *chronological* year from March 25 to December 31 inclusive, through January, February, and March to the 25th, of the next *legal* year. To illustrate: Following the date December 31, 1641 will be found entries in regular succession dated January 1641, February 1641, and March to the 25th, 1641. Consequently, to determine the correct *historical* or *chronological* date in January, February, or March prior to 1752, it is necessary to look back to the preceding December or forward to the follow-

ing April. (The marriage of parents has been recorded in April of a certain year, and the birth of a child in March of the same legal year, which really occurred in March of the next chronological year. In the original record the chronological arrangement discloses the true dates, whereas if the dates are copied without reference to arrangement or without knowledge of method of dating, it makes a serious error.)

A more general custom, however, was to double-date in January, February, and March to the 25th, and the following forms of dating will be found:

1641-1642;  $\frac{1641}{1642}$ ; 1641-42;  $16\frac{41}{42}$ ;  $16\frac{41}{42}/$ ; 1641-2;  $\frac{1641}{2}$ ;  $164\frac{1}{2}$ ;  $164\frac{1}{2}/$ .

In these cases the last date is the correct historical one.

There should properly be no double dates after January 1, 1752 though some recording officers ignorantly continued them.

JUNE 15, 1900.

#### COPY OF CIRCULAR TO RECORDING OFFICERS.

DEAR SIR: — The numerous changes in town clerks since the last circular was issued in 1901, and the continued receipt by the Secretary of the Commonwealth of orders for ink, seem to make it advisable to issue the following circular in regard to Massachusetts Standard Record Ink.

No other ink can be used upon the public records without liability of a penalty.

The ink is not to be ordered from the secretary of the Commonwealth, nor from the manufacturer, but from this office.

Money should not be sent to this office in payment, but to the manufacturer, upon receipt of a bill.

The ink should not be ordered by the gallon, nor by the money's worth.

The ink will be furnished at the following prices, delivered in Boston, expressage from Boston to be paid by the purchaser.

When taken in original packages of one dozen bottles each: —

Quarts,	.	.	.	.	.	.	.	\$4 00 per dozen.
Pints,	.	.	.	.	.	.	.	2 20 per dozen.
Half pints,	.	.	.	.	.	.	.	1 25 per dozen.

When taken in quantities of less than one dozen bottles, at the rate of: —

Quarts,	.	.	.	.	.	.	.	\$4 50 per dozen.
Pints,	.	.	.	.	.	.	.	2 50 per dozen.
Half pints,	.	.	.	.	.	.	.	1 50 per dozen.

Shipments will be made directly to the place designated in the order.

The following suggestions are offered: —

The ordering of a supply sufficient for six months, but not longer, both for economy and to insure freshly made ink. Care must be taken that it is stored where it cannot freeze.

The ordering of small bottles, unless the ink is to be used up very soon, as the air in partly emptied bottles, although tightly corked, tends to oxidize the ink. Some complaints have proved to be of ink which had been opened for months.

Ordering for all the town offices or departments in one order, both for economy in price and expressage.

Prompt remittance after receipt of the bill.

The following rules, issued by the United States Treasury Department for the use of the Treasury Standard ink, which is the same as the Massachusetts Standard Record Ink, are called to your attention: —

1. Pens should be kept clean, to prevent undue corrosion and filling up of the points.

2. Inkstands with open wells should be kept closed when not in use, to prevent evaporation and the consequent excessive thickening of the ink. Such inkstands ought also to be cleaned and refilled at intervals of about a week; but the ink in automatic stands, where the wells are entirely and permanently inclosed and removed from atmospheric influences, need not be changed so frequently.

3. Water or other diluting matter must not be added to the ink to increase its fluidity, because ink so thinned loses in permanency.

The observance of these rules will insure satisfaction in the use of this ink.

APRIL 27, 1903.

#### COPY OF CIRCULAR TO CITY AND TOWN CLERKS.

DEAR SIR: — Anticipating an inquiry which is made by many of the city and town clerks, I would say that under no circumstances should your records be carried out of your city or town for copying, neither should they be taken out of your custody within the city or town. Some persons desiring to copy them for printing, under the provisions of chapter 470 of the Acts of 1902, are asking permission for the custody of them.

If, however, you make arrangements with a copyist to use them in a place within the city or town, approved by you, where their safety will be assured and their lawful use at reasonable times not interfered with, and where they will be when not in actual use in safes or vaults as safe as those provided by the selectmen, you will be complying with the law.

JULY 15, 1903.

## COPY OF CIRCULAR TO RECORDING OFFICERS.

DEAR SIR: — The Diamond Brand Official Black Record Ribbon, manufactured by The Stephen T. Smith Company of New York, is one of the ribbons approved for use upon the public records of the Commonwealth, and of the several counties, cities, and towns therein.

The use of any other ribbon bearing the name Diamond Brand is a violation of the law.

If city and town clerks will call the attention of the recording officer of any department or board using typewriting ribbons to the above, they will confer a favor.

MAY 1, 1905.

## COPY OF CIRCULAR TO RECORDING OFFICERS.

SIR: — In accordance with the provisions of section 9 of chapter 35 of the Revised Laws, the following ribbons and pad, and the pads and other devices used for printing by typewriting machines, made by any of the manufacturers named below, if inked with the inks used upon their respective ribbons, are approved for use upon the public records of the Commonwealth, and of the several counties, cities, and towns therein. The use of any other is a violation of law.

The arrangement of the list is alphabetical by the names of the manufacturers, without regard to preference. The name of the manufacturer should be particularly noted in connection with the name of the ribbon.

Carter's Black Record Typewriter Ribbon.

Manufactured by The Carter's Ink Company, 162 Columbus Avenue, Boston.

Little's Brilliant Black Record Ribbon.

Manufactured by A. P. Little, Rochester, N. Y.

Eureka Brand Special Black Record Ribbon, ink No. 158.

Manufactured by Mittag & Volger, Park Ridge, N. J.

Diamond Brand Official Black Record Ribbon, ink No. 621.

Manufactured by The Stephen T. Smith Co., 11 Barclay Street, N. Y.

Underwood's Black Record Ribbon, ink No. 655.

Manufactured by John Underwood & Co., 30 Vesey Street, N. Y.

The Webster Star Brand Black Record Ribbon, ink No. 147.

Manufactured by F. S. Webster Company, 332 Congress Street, Boston.

Black Record Paragon Ribbon.

Manufactured by Remington Typewriter Company, 81 Franklin Street, Boston.

Yost Black Record Pad.

Manufactured by Yost Writing Machine Company, 316 Broadway, N. Y.



Recording officers should purchase directly from the manufacturers or their agents, to ensure certainty of obtaining the proper ink, and fresh ribbons, pads, or other devices.

JUNE 1, 1905.

COPY OF CIRCULAR TO CITY AND TOWN CLERKS.

**Don't subject this to the fate of many official communications and throw it away unread.**

DEAR SIR:—Some of the suggestions here offered may seem to *you* unnecessary, but they are all presented because of questions constantly being asked, or are to correct conditions frequently met with.

Don't accept as the receptacle for your records a safe or vault you do not consider sufficient protection.

Ask the city government or the selectmen if they would risk their valuables in it in case of fire. If a protest is unavailing, notify me.

Don't wait for approval of city or town officers, or vote of the city government, or of the town, before doing the things required of you by statute, such as purchasing suitable record books and binding your records.

Don't buy record books that are low priced.

The paper is probably wood, and its use is in violation of the law.

Don't continue the use of an old record book of poor quality and in poor condition simply because it is not full.

Don't send records to a bindery until arrangements are made for keeping them in safes or vaults when not in the hands of a workman.

The ordinary bindery is a hazardous fire risk.

Don't allow matches to be left in proximity to the records.

*Packages* of matches have been found in a safe, and piled with pamphlets and ballots in town offices.

Don't allow smoking in rooms where your records are kept.

Many of the fires in buildings containing records have been caused by carelessness of smokers.

Don't allow wooden spittoons in a building containing your records.

Two town halls have caught fire from these within the past year.

Don't lend your records to *any one*, to be taken out of your custody.

Don't leave your records to searchers or copyists without supervision.

The city or town should compensate you sufficiently to pay for their care at all times.

Don't allow persons searching the records to write upon them.

The records are being mutilated by persons who change names or dates, or make notes, thinking they are making corrections or additions. If they think they discover errors, ask that they call your attention to them.

Don't trust the copying of ancient records to any one until satisfied of his or her familiarity with ancient writing, names, and expressions.

Other things being equal, a copyist familiar with local names and places is to be preferred.

Don't let copyists solve doubts and copy words as they think they should be.

Let such words be questioned in the copy rather than copied incorrectly.

Don't make mistakes in using dates by forgetting that prior to March 25, 1752 the year began in March, and the dates in January, February, and March often should be read as for a year later.

Don't order ink from the Secretary of the Commonwealth, nor from the manufacturer.

All orders should go through this office.

Don't take the ink off records with a blotter.

It will dry by penetration in a moment and remain in the paper.

Don't use acid for erasing ink.

If it will remove the original ink, its presence in the paper will injure the ink to be put on.

Don't use red ink.

No red ink is permanent, the nearest approach to it being the old standard Carmine ink, now little used.

Don't use stamping pads.

Their use is not authorized; all colors, but some blacks, are fugitive, and it is a question whether they are not.

Don't use any but approved typewriter ribbons on your records.

A list of those will always be sent upon request.

Don't pour much ink at a time, nor let it stand uncovered.

Any ink having body enough to be permanent will thicken quickly under these conditions. Air-tight inkstands give the best satisfaction and are an economy in the end.

Don't expect that pens left unwiped will not corrode.

An ink to be permanent must have iron in it, and such ink will corrode steel pens.

Don't allow kerosene oil to be stored in a room containing records.

The presence of glass lamps filled with it *standing* about is risk enough.

Don't file written and printed papers together.

The printed are usually of temporary value and had better be destroyed when no longer of use than to be kept as food for fuel in case of a fire.

Don't put printed matter, such as public documents, etc., in a safe or vault with records.

They absorb moisture and hold it to the detriment of the records. Printed matter if destroyed can usually be duplicated.

Don't keep ballots, either used or unused, after the result of an election is finally determined.

If kept in a safe, they take room that can be put to better use; if in a vault, they hold moisture; and wherever kept, add to the inflammable material. Moreover, although city and town clerks are permitted to make such disposition of undistributed ballots as they may deem proper, the principle of the law clearly indicates that all the material pertaining to one election shall be disposed of before another is held.

Don't expect a vault can be kept dry without frequent airing.

Nothing less than an all-day airing, once a week, should be sufficient.

Don't fail to keep the inner doors of a vault closed.

The air space between the outer and inner doors is the protection.

Don't leave a safe unlocked.

A fall would probably throw the door open.

Don't try to remove papers that have been attached to written pages of the record, either with paste or wafers, without thoroughly moistening them.

They should be removed, but there is great danger of defacing the record by peeling off the surface of the page. A single figure thus removed may invalidate a record.

Don't file papers away with rubber bands.

The bands will not only break, but will adhere to the papers and stain and rot them.

Don't follow the methods of your predecessors unless you know they *are*, not were, correct.

The law is constantly changing, and an old form of recording may be wrong or insufficient, as in the case of marriage intentions.

Don't take "your records" to court in answer to a subpoena commanding you to bring them.

A certified copy of a particular record constitutes evidence. The court would instruct you.

Don't surrender the control of your records to other city or town officers.

You are responsible for them.

Don't hesitate to ask, in confidence, my assistance in any matter that might bring you into unpleasant personal relations, or arouse political or public opposition, if you attempted to carry out the law as required of you.

The personal relation would not exist with me, and the political part I should pay no attention to. I have "smoothed over" many such cases, even between members of the same board.

Don't think I am too insistent at times.

The statute puts duties upon the commissioner which he must perform.

DECEMBER 20, 1905.



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## APPENDIX B.

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A JOURNAL OR DAYE BOOKE CONCERNING THE PTICULER  
IMPLOYMENT OF THE GEN ALL STOCK BELONGEINGE TO THE COM-  
PANIE OF ADVENTURERS FFOR A PLANTAÇON AT MATTACHUSSETTE  
BAYE IN NEWE ENGLAND IN AMERICA.—EXTRACT FROM VOL. 2, PROBATE  
RECORDS, SUFFOLK COUNTY, MASSACHUSETTS.

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In the name of god Amen London May 1628 Sundrie men owe unto the genall Stock of the adventurers for A plantacon intended att Mattachusetts Bay in Newe England in America the some of tow thousand one hundreth and fiftie pounds And is for soe much undertaken by the pticuler persons menconed heareafter by there sevall subscripcons, to be by them adventured in this Joint and genall stock for the foresaide plantacon wher unto the Almightie grant psperous and happie Succese that The same may redound to his glorie the ppagacon of the Gospell of Jesus Christ and the pticuler good of the sevall Adventurers that Nowe are or hereafter shalbe Interested therein. The psons nowe to be made debttres to the genall stock beinge as ffolloweth Viz<sup>t</sup>

	£.	s.	d.
S <sup>r</sup> Richard Saltonstall Kn <sup>t</sup> oweth . . . . .	100	0	0
M <sup>r</sup> Isacke Johnson Esq <sup>r</sup> oweth . . . . .	100	0	0
M <sup>r</sup> Samuell A(?) Dersey oweth . . . . .	50	0	0
John Penn oweth . . . . .	50	0	0
hughe Peter oweth . . . . .	50	0	0
John humfrey oweth . . . . .	50	0	0
Thomas Steevens oweth . . . . .	50	0	0
George harwood oweth . . . . .	50	0	0
John Glov oweth . . . . .	50	0	0
Mathew Cradocke oweth . . . . .	50	0	0
Simon Whetcombe oweth . . . . .	50	0	0
france Wibbe oweth . . . . .	50	0	0
Increase Nowell oweth . . . . .	50	0	0
M <sup>r</sup> A. C. oweth . . . . .	50	0	0
Richard Tuffneale oweth . . . . .	50	0	0
Richard Perrie Esq <sup>r</sup> oweth . . . . .	50	0	0
Joseph C. ffeild oweth . . . . .	50	0	0
John White oweth . . . . .	50	0	0
Joseph Caron oweth . . . . .	50	0	0
Thomas Adams oweth . . . . .	50	0	0
Richard Davis oweth . . . . .	50	0	0
Abraham Palmer oweth . . . . .	50	0	0
Will <sup>m</sup> Darbie oweth . . . . .	50	0	0
John Endecott oweth . . . . .	50	0	0



	£.	s.	d.
Daniell hodson oweth . . . . .	50	0	0
Edward ffoorde oweth . . . . .	50	0	0
Daniell Bullard oweth . . . . .	50	0	0
Tho: hewson oweth . . . . .	50	0	0
Andrew Arnold oweth . . . . .	50	0	0
Richard Bushord oweth . . . . .	50	0	0
Richard Young oweth . . . . .	50	0	0
George Maye oweth . . . . .	50	0	0
Richard Bullingham oweth . . . . .	50	0	0
Joseph Bradshawe oweth . . . . .	50	0	0
Job Bradshawe oweth . . . . .	50	0	0
Herye Darleye oweth . . . . .	50	0	0
Tho: huchins oweth . . . . .	50	0	0
Charles Whitchcotte oweth . . . . .	50	0	0
George ffoxcroft oweth . . . . .	50	0	0
Will Crowther oweth . . . . .	50	0	0
Nathaniel Manstreye oweth . . . . .	50	0	0

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George Harwood Trér. for the plantaçon of the  
Mattachusetts Bay oweth unto sundrie accoumpts  
for Moneyes Pyd by him of sundrie adventurers  
viz!

To S <sup>r</sup> Richard Saltonstall kn <sup>t</sup> Pyd . . . . .	050	0	0
To Isacke Johnson Esq <sup>r</sup> Pyd . . . . .	100	0	0
To John Glover Pyd . . . . .	25	0	0
To Increase Nowell Pyd . . . . .	25	0	0
To Mathew Cradock Pyd . . . . .	25	0	0
To Richard Perrey Esq <sup>r</sup> Pyd . . . . .	25	0	0
To Hughe Peters Pyd . . . . .	25	0	0
To Joseph C. feilde Pyd . . . . .	25	0	0
To Captan John Penn Pyd . . . . .	25	0	0
To Abraham Palmer Pyd . . . . .	25	0	0
To Samuell Aldersay Pyd . . . . .	25	0	0
To Simon Whetcombe Pyd . . . . .	15	0	0
To Richard Younge Pyd . . . . .	25	0	0
To Joseph Carron Pyd . . . . .	25	0	0
To Edward ffoorde Pyd . . . . .	25	0	0
To Thomas Hewson Pyd . . . . .	25	0	0
To Daniell Ballard Pyd . . . . .	25	0	0
To Thomas Stevens Pyd . . . . .	50	0	0
To Job Bradshawe Pyd . . . . .	25	0	0
To Joseph Bradshawe Pyd . . . . .	25	0	0

To Andrew Arnolt Pyd . . . . .	25	0	0
To Nathaniell Manestreye Pyd . . . . .	25	0	0
To A. C. Pyd . . . . .	25	0	0
To George Harwood Py . . . . .	25	0	0
To Abrie Py . . . . .	25	0	0
To John Smith ptow palm.* Pyd . . . . .	25	0	0
	<hr/>		
	765	0	0

George Harwood Trér. is Creditor by money by him  
Disbursed for sundrie Commodities and neces-  
saries As will appeare in the booke of pcells  
N<sup>o</sup> A fo: 1

	£.	sh.	d.
ffor Pame fo. 1 . . . . .	11	6	
ffor Snaphance locks board vice etc fo. 1 . . . . .	04	03	11
ffor Sherts and Seeds &c. fo: 1 . . . . .	02	9	8
ffor Match and Snaphance locks fo: 1 . . . . .	01	8	4
ffor Kettles and frying pans &c. fo: 2 . . . . .	11	0	6
ffor bugell etc fo: 2 . . . . .	11	0	6
ffor Wastcotts and Ruggs etc. fo: 2 . . . . .	8	9	0
ffor Knyves and sizars fo: 2 . . . . .	8	9	0
ffor Wastcotts and Sherts fo: 2 . . . . .	12	14	10
ffor Sundrie necessities fo: 3 . . . . .	13	3	7
ffor hoes and ffroes fo: 3 . . . . .	3	12	0
	<hr/>		
	77	mas. mag.	

George Harwood Trér is Creditor as further Ap-  
peareth in the booke of pcells for Sundrie Com-  
modities Viz!

	£	s.	d.
ffor Tickinge for bedds fo: 4 . . . . .	01	19	4
ffor Salves and balsomes fo: 4 . . . . .	02	0	0
ffor Seedes of Sundrie Sorts fo 4 . . . . .	02	10	0
ffor Gums etc fo: 4 . . . . .	17	00	0
ffor Armor etc fo: 4 . . . . .	29	16	0
ffor Bed Case and boulstre etc fo: 5 . . . . .	02	9	0
ffor Scrues of Sundrie Sorts fo: 5 . . . . .	05	1	0
ffor Hose of Sundrie Sorts fo: 5 . . . . .	06	9	2
ffor Culverins and Sackers fo: 5 . . . . .	30	0	0
ffor necessities fo: 6 . . . . .	26	7	1
ffor Service to Sundrie . . . . .	75	0	0
	<hr/>		
	198	11	7

John Watts is debit to the trer for moy by him and his appoyntm <sup>t</sup> read a p the book pcells appear- eth fo: 6 . . . . .	£. s. d. 477 0 0
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John Watts is Creditor for Sundrie disbursements  
ffor Commodities and Necessaries as will apeare  
in the booke of pcells No: B Viz<sup>t</sup>

ffor Pease etc: folio 1 . . . . .	51 5 10
ffor Beeffe and Pork fo: 1 . . . . .	31 18 5
ffor Wheate etc fo: 1 . . . . .	29 17 8
ffor Bread etc fo: 1 . . . . .	36 6 6
ffor Butter etc fo. 1 . . . . .	21 3 0
ffor Mault etc fo 1 . . . . .	24 6 0
ffor Canvas Dowles etc fo: 2 . . . . .	39 4 0
ffor Wollen cloth etc fo 2 . . . . .	19 17 10
ffor Cotton and bayes etc fo 2 . . . . .	17 6 4
ffor Blankets and lists etc fo: 2 . . . . .	7 13 10
ffor feade etc fo: 3 . . . . .	26 7 8
ffor Paringe knives and Alles etc fo 3 . . . . .	01 19 4
ffor Buttons fo: 3 . . . . .	00 12 0
ffor Shoose etc fo: 4 . . . . .	5 17 11
ffor Wheate and barley etc fo 4 . . . . .	21 8 6
ffor hoes hatchetts and Axes etc fo: 4 . . . . .	2 14 11
ffor Whippe and hand Sawes etc fo: 5 . . . . .	7 9 2
ffor Hatts and bands etc fo: 6 . . . . .	18 8 9
ffor Mens dyetts etc fo: 6 . . . . .	10 7 6
ffor cloth and makinge clothes etc. fo: 7 . . . . .	12 1 5½
ffor Glewe hemp seede etc fo 7 . . . . .	6 6 10
ffor Money to the govner etc fo 8 . . . . .	8 5 10
ffor nandeleres fo: 8 . . . . .	0 18 0
ffor Entrie and post Entrie etc fo: 8 . . . . .	3 15 7
ffor A tent and Cariage etc fo 9 . . . . .	32 18 2
ffor Dyett and expence etc fo 10 . . . . .	15 18 9
	448 9 9½

John Watts is Creditor for Money by him dis-  
bursed viz<sup>t</sup>

ffor A Drume Runlette etc fo 11 . . . . .	£. s. d. 2 8 8
ffor Books as bybles etc fo 11 . . . . .	3 5 0
ffor his expense fo. 11 . . . . .	20 10 0
ffor Powder barrells and shott etc fo. 12 . . . . .	35 6 3½
	£. s. d. 61 9 11½

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